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ABSTRACT

The doctoral dissertation focused on: the perceptions of school administrators, teachers, and aides on teacher aide functions in the New Mexico Migrant Project; comparing the results with student needs; functions not ascribed to aides within the State Department of Education and the National Migrant Project's guidelines; and making recommendations to the State Department of Education, the New Mexico Migrant Project, and the National Migrant Project. The study had 3 phases: a 250-item questionnaire given to the researcher's doctoral committee and 6 public school administrators; a revised questionnaire given to 15 experts on paraprofessionals in education; and a final questionnaire given to New Mexico Migrant Project personnel. Statistical analyses consisted of one-way analysis of variance and Duncan's Multiple Range Test. Findings showed no significant differences in the perceptions of the functions between aides and administrators and aides and teachers, but significant differences between teachers and administrators as to the bilingual and professional development functions; and between jury members and administrators, teachers, and aides as to the monitorial, school-community, bilingual, and professional development functions. (NQ)

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NEW MEXICO MIGRANT PROJECT AIDES: PERCEPTIONS OF THEIR FUNCTIONS

BY

ALMA MARÍA ACEVEDO BARBA, B.A., M.A.

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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A Dissertation submitted to the Graduate School

in partial fulfillment of the requirements

for the Degree

Doctor of Education

Major Subject: Curriculum and Instruction

Minor Subject: Educational Psychology

New Mexico State University

Las Cruces, New Mexico

October 1973

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My family is due a special note of gratitude. Without my mother, Sra. Juanita Jácquez Acevedo, this study would still be a dream. Appreciation is extended to my father, Sr. Mario Acevedo Reyes, for his unflagging confidence. My husband, Samuel Landeros Barba, provided indispensable support and tolerance. To my children, Deborah Lois, Catherine Elizabeth, Samuel Lyle, Jacob Leonard, and Ana María, goes my love. Their patience with their mother's study far outweighed their years.

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ABSTRACT

NEW MEXICO MIGRANT PROJECT AIDES:

PERCEPTIONS OF THEIR FUNCTIONS

BY

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Doctor of Education

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Purpose

The study was designed to produce pertinent data concerning perceptions of the functions of aides in the New Mexico Migrant Project. The study focused on: (1) surveying the perceptions of school administrators, teachers, and aides concerning the functions of aides who are assigned to work with Mexican American agricultural migrant students in New Mexico; (2) comparing the results of the survey with documented needs of said students; (3) articulating

functions heretofore not ascribed to teacher aides within the framework of guidelines from the New Mexico State Department of Education and the National Migrant Project; (4) making formal recommendations based on the findings of the study to the New Mexico State Department of Education, the New Mexico Migrant Project, and the National Migrant Project.

The following null hypotheses were tested:

1. There is no significant difference between administrators and aides in perceptions of aides' functions.
2. There is no significant difference between teachers and aides in perceptions of aides' functions.
3. There is no significant difference between administrators and teachers in perceptions of aides' functions.
4. There is no significant difference between the national jury and teachers in perceptions of aides' functions.
5. There is no significant difference between the national jury and aides in perceptions of aides' functions.
6. There is no significant difference between the national jury and administrators in perceptions of aides' functions.

Design

The study included three phases: Phase I consisted of the development of an original 250-item questionnaire to which the researcher's doctoral committee and six public school administrators responded. The questionnaire was then revised. In Phase II, fifteen experts in the selection, training, and use of paraprofessionals in

education responded to the questionnaire from across the country. This group also served as a jury. Phase III consisted of the tabulation of responses on the final questionnaire from the New Mexico Migrant Project personnel in the thirty-seven school districts which utilized aides. Responses were tabulated for: 79 administrators; 76 teachers; 82 aides; and 15 jury members. The survey data were then subjected to statistical analyses which consisted of one-way analysis of variance and Duncan's Multiple Range Test.

Results

No significant differences were discovered regarding perceptions of aides' functions between: administrators and aides; and teachers and aides. Significant differences were found between administrators and teachers as to the appropriateness of aides' bilingual and professional development functions. National jury members disagreed significantly with administrators, teachers, and aides as to the appropriateness of aides' school-community, bilingual, and professional development functions. The three categories of school personnel also expressed significant differences with national jury members concerning perceptions of the frequency of occurrence of aides' monitorial functions. A consistent pattern of positiveness in scoring was demonstrated with national jury members indicating the strongest acceptance of aides' functions. Administrators, aides, and teachers followed in that order.

Conclusions

1. Compared to administrators, aides, and teachers, the national jury, by its significantly stronger acceptance of the appropriateness of aides' school-community liaison and bilingual functions, demonstrated its greater disposition to integrate positively cultural and linguistic differences in the pluralistic education of ethnic minority agricultural migrant students.
2. Compared to administrators, aides, and teachers, the national jury, by its significantly greater acceptance of the appropriateness of aides' professional development functions, demonstrated the greatest willingness to accept the aides' position as one with desirable career development potential, to render better services to agricultural migrant students through differentiated staffing.
3. The national jury reported their perceptions of aides' monitorial functions as occurring at a frequency which was significantly higher than reported by administrators, aides, and teachers. This evidenced an outsider's viewpoint, which may be invalid when the school staff on site disagrees.
4. Compared to teachers, administrators, by their significantly greater acceptance of the appropriateness of aides' bilingual functions, evidenced their greater willingness to incorporate the agricultural migrant students' home

language in school settings and acknowledging a need for a pluralistic approach in the education of these students.

5. Compared to teachers, administrators, by their significantly stronger scores in favor of the appropriateness of aides' professional development functions, demonstrated their greater readiness to accept the aides' position as one with desirable career development potential for differentiated staffing patterns.

6. The lack of significant dissonance in 58 out of 72 comparisons of perceptions of aides' functions indicated that aides' functions were generally accepted by the national jury, administrators, aides, and teachers, as to their appropriateness and the frequency of their occurrence.

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CHAPTER I

Introduction

In a nation-wide attempt to lessen educational inequalities among the poor, Congress passed enabling legislation in 1965 as part of the War on Poverty.[1] Consequently, federal funds were released in 1966 for supplementary education for specially designated groups within that segment of the population called "economically and culturally deprived."[2] Among this population, children of agricultural migrant workers were singled out as being in need of additional instructional services.

In New Mexico this need was acted upon in 1967 with the establishment of the New Mexico Migrant Project within the New Mexico State Department of Education, with the utilization of teacher aides as its major component. Approximately $650,000 have been received in federal monies yearly in an effort to provide more effective instructional programs for over ten thousand agricultural migrant students in New Mexico.[3] During the academic year 1971-1972 thirty-seven

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1 Elementary and Secondary Education Act (P. L. 89-10), 20 U. S. C. o/o 241 (a) (1966).

2 Elementary and Secondary Education Act (Migrant Amendment), 20 U. S. C. o/o 241 (e) (1970).

3 Statement by Jacob D. Martínez, Director, New Mexico Migrant Project, New Mexico State Department of Education, personal interview, September 23, 1971.

school districts in the state employed teacher aides as a result of this funding.[4]

New Mexico educators vary greatly in knowledge and experience in matching the academic and experiential resources of teacher aides with the needs of the agricultural migrant student population. There is little pertinent literature available to the educator who employs aides to meet better the educational requirements of these students. Documented needs of Mexican American agricultural migrant students are, with few exceptions, obscured or ignored in literature concerned with the functions of aides who work with these students in New Mexico.

The Problem

A descriptive study was conducted to explore the problem of scrutinizing local school personnel's perceptions of aides' functions so that state personnel responsible for the operation of the Migrant Project know how closely local school perceptions agree with state guidelines pertaining to aides' functions and the need of agricultural migrant students. Specifically, the study focused on: (1) surveying the perceptions of school administrators, teachers, and aides concerning the functions of aides who are assigned to work with Mexican American agricultural migrant students in New Mexico; (2) comparing the results of the survey with documented needs of

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[4] Ibid.

said students; (3) articulating functions heretofore not ascribed to teacher aides within the framework of guidelines from the New Mexico State Department of Education and the National Migrant Project; and (4) making formal recommendations based on the findings of the study to the New Mexico State Department of Education, the New Mexico Migrant Project, and the National Migrant Project.

The Importance of the Study

Because of accelerated growth in employment by school districts of aides in the New Mexico Migrant Project, there was a need for perceptions of the functions of such teacher aides to be carefully examined. The scope and importance of the aide's role in migrant education was perceived and interpreted differently by participating school districts. A few school districts placed much emphasis on utilization of bilingual aides to increase home-student-school interaction.[5] Other school districts viewed functions of the aide in migrant education as having little bearing on the agricultural migrant student's family.[6] An examination of school guides

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[5] New Mexico Migrant Project, Area I, Las Cruces Schools Project Summary (Las Cruces, New Mexico: Las Cruces Schools, 1971), p. 35.

[6] New Mexico Migrant Project, Area I, Deming Public Schools Project Summary (Deming, New Mexico: Deming Public Schools, 1971), p. 12.

and handbooks revealed that districts had added aides with comparatively negligible changes, either in the over-all structure of the instructional staff or instructional procedures. Perceptions of aide functions were examined in light of project objectives as these were addressed to academic needs of the identified student population.

This study was important not only to New Mexico, but to all the contiguous states in which there has been an ever-increasing number of agricultural migrant students. The changing status of any ethnic group has been known to refashion cultural values, life styles and school-related goals. These factors were properly acknowledged in this study which considered the functions of aides, the staff members who were hired for the specific purpose of assisting agricultural migrant students.

The Federal government, through the presence of the U. S. Office of Education, its specialists and auditors, is conducting in-depth inspections of the Migrant Project throughout the country. Concerning these inspections, it was crucial, in multi-cultural New Mexico, that local school personnel's perceptions of aide functions be scrutinized, contrasted and compared. The study was important furthermore, because aides were a major component in many other federally-sponsored projects which have been addressed

to the educational needs of low-income, bilingual students throughout the country.[7]

Hypotheses

Based on the need for the study and the review of related literature, six null hypotheses were formulated:

1. There is no significant difference between administrators and aides in perceptions of aides' functions.
2. There is no significant difference between teachers and aides in perceptions of aides' functions.
3. There is no significant difference between administrators and teachers in perceptions of aides' functions.
4. There is no significant difference between the national jury and teachers in perceptions of aides' functions.
5. There is no significant difference between the national jury and aides in perceptions of aides' functions.
6. There is no significant difference between the national jury and administrators in perceptions of aides' functions.

Limitations of the Study

The scope of this study was limited to: (1) the academic

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[7] Statement by Pat Hogan, U. S. Office of Education Specialist, National Migrant Project, personal interview, July 8, 1971.

year 1971-1972; (2) the perceptions of administrators, teachers and aides in the Migrant Project in the state of New Mexico; (3) information which the New Mexico State Department of Education and the thirty-seven participating school districts which employed aides were able to supply through the questionnaire evolved by the writer; (4) the number of questions directed to the respondents; (5) the quality and construction of the questionnaire; and (6) the availability of related literature.

Assumptions

Assumptions underlying this study were that: (1) the New Mexico State Department of Education had identified those school districts within the state which employed aides in the New Mexico Migrant Project; (2) there would be sufficient response to the final questionnaire due to support generated for the study by the New Mexico State Department of Education; (3) data gathered through the questionnaire accurately represented the perceptions of school personnel questioned; and (4) the multiple references and sources identified supplied accurate information pertaining to the functions of aides in educational programs for agricultural migrant children.

Definition of Terms

Acculturation

Horton and Hunt defined acculturation as the "acquisition by a group or individual of the traits of another culture."[8]

Agricultural Migrant

An agricultural migrant is a person who "follows harvests in search of work."[9]

Aide

Aide refers to an auxiliary member of the instructional staff. An aide enters a teaching career at the lowest level.

Anglo

"Anglo is primarily a Southwestern term used to identify everyone except the Mexican American and the Indian. Originally, the term was used to describe the first English-speaking immigrants to the Southwest. It has been used as an exclusive descriptor which does not clearly define who is an Anglo."[10]

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8 Paul B. Horton and Chester L. Hunt, Sociology (New York: McGraw-Hill Book Company, 1968), p. 525.

9 Who is the Migrant Child? Fact Sheet No. 2 (New York: National Committee on the Education of Migrant Children of the National Child Labor Committee, 1963), p. 1.

10 Statement by Ignacio R. Córdova, Associate Professor, Department of Educational Administration, College of Education, University of New Mexico, personal interview, February 17, 1973.

Auxiliary Personnel

The term auxiliary personnel was identified by Saunders, et al., as a general term to describe those who work with children other than professional teaching personnel.[11]

Bicultural

Bicultural is used to describe a person who displays behavior which commingles two cultures.

Bilingual

This term denotes two-language proficiency.

Chicano

Chicano is a term used by many Mexican Americans to describe themselves as a group; in the Southwest it is frequently synonymous with the term La Raza (The Race).[12]

Cross-Cultural

The term cross-cultural describes the collective presence of persons or circumstances which represent different cultures.

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[11] Jack O. L. Saunders, et al., Helping the Teacher Utilize Aides (El Paso, Texas: Innovative Resources Incorporated, 1971), p. 8.

[12] Stan Steiner, La Raza - The Mexican Americans (New York: Harper and Row Publishers, 1970), p. V.

Culture

Tylor stated that "culture is that complex whole which includes knowledge, belief, art, morals, law, custom and any other capabilities and habits acquired by man as a member of society."[13]

Family

A nuclear family consists of a father, mother, and their children. An extended family includes blood kin outside the nuclear family, godparents, as well as neighbors and friends who are treated as family members.

Mexican American

Mexican Americans are American citizens of Mexican extraction, a blend of Indian, Spanish, Moor, and French, as well as other ethnic groups to a lesser degree.

Method of Investigation

This study was based on an analysis of research data derived from responses to a questionnaire on perceptions of aides' functions and from a review of the literature. Authorization for the study was obtained from the New Mexico State Department of Education. The Director of the New Mexico Migrant Project requested the cooperation of the thirty-seven school districts which employed aides in the

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[13] Edward B. Tylor, Primitive Culture (London: J. Murray, 1929), p. 1.

project. In addition, the New Mexico Migrant Project provided names of contact persons in each district.

The Sample

A national jury of sixteen educators was selected from lists compiled through the search services of Educational Resources Information Center Clearinghouse on Rural Education and Small Schools at New Mexico State University. Descriptors for the search included trainers of aides, trainers of aides in bilingual and bicultural education, and trainers of aides in migrant and cross-cultural education. Past involvement in aide training was verified by code numbers in Migrant Project literature which pertained to consultants' expertise. In addition, pertinent information was provided by New Mexico State University faculty members who themselves were engaged in aide training. In Appendix D, page 125 appears a listing of the members of the national jury. Returned were fifteen of sixteen questionnaires addressed to members of the national jury, for a 94 percent return. One questionnaire was discarded due to an inappropriate form of response. Thus, 87 percent of the questionnaires from the national jury were ultimately utilized.

Respondents in the state-wide survey were identified in the following manner. The New Mexico Migrant Project provided a listing of public school districts within the state which participated in the project. The same state agency disclosed the location and number of full-time aides and the teachers to which such aides were

assigned. Administrators who were included in the study were those who were assigned to supervise teachers and aides in the Migrant Project.

The sample included 119 aides in the Project, 100 supervising administrators, and 115 cooperating teachers. Aides returned 108 questionnaires, or 90.75 percent; administrators responded with 96, or 96 percent; and teachers remitted 106, or 92.17 percent.

The sample utilized for analysis purposes was composed of eighty-two aides, seventy-nine administrators, seventy-six teachers, and fourteen members of the national jury. The original sample was reduced by the number of questionnaires which were not returned. Another reduction in the size of the sample was due to the elimination of incomplete and improperly filled questionnaires. A listing of the number of questionnaires involved is presented in Table 20 in Appendix C.

Validation

Face validity of the questionnaire was established through the use of a local jury composed of twelve educators, half of whom were school administrators who worked with aides, and half of whom were members of the doctoral committee supervising this study. The local jury was requested to comment on the clarity, appropriateness, length, number of items, and item categorization. Wording of items was modified to incorporate suggestions of members of the local jury. Length and content of the questionnaire were approved by these respondents.

Data Collection

Questionnaires were coded to identify each participating school district and employment category. Questionnaires were then sent to the New Mexico Migrant Project in Santa Fe. From the New Mexico State Department of Education there were sent to each participating school district: (1) a set of coded questionnaires, and (2) a photostatic copy of a memorandum authorizing the survey throughout the state and requesting cooperation. Subsequently, another official memorandum requesting cooperation was sent to participating school districts. Both memorandums are found in Appendix A. Responses were checked against the number of possible respondents identified by the New Mexico Migrant Project Director. To increase the number of responses, letters and telephone calls followed to lagging respondents. Progress on survey response was periodically reported to Mr. Jacob D. Martínez, as well as to Mr. Bill Caperton, Director of Special Projects, New Mexico State Department of Education. Due to the dissemination of information by Mr. Martínez concerning the survey, an exceptionally high number of responses was recorded. Percentages of returns on the survey are shown in Table 21 in Appendix C. Survey response by school district is found in Table 22 in Appendix C.

Procedures for Ordering of Data

Original data from the 251 questionnaires retained for analysis were transferred by hand to the computer forms. The data were

then processed on keypunch cards. Through use of computer services on the New Mexico State University campus, data were arranged in the format required for computerized statistical analysis. The data were stored in appropriate computer libraries via use of a programming language compiler and on-line processing.

The items in the questionnaire were classified into six categories of aides' functions for each of two Likert Scales. The Likert Scales appear on both sides of the questionnaire which is found in Appendix B. The categories, which are identical for both scales, are: (1) school-community liaison; (2) instructional; (3) clerical; (4) monitorial; (5) bilingual; and (6) professional development. Numbering found in the questionnaire was designed to facilitate computer usage. On the left side of the items, respondents were asked to record their perceptions of the appropriateness of functions ascribed to aides. In Appendix C are found the listing of items according to categories associated with the appropriateness scale. Responses on the right side of the items indicated the perceptions of respondents as to the frequency with which the specified functions were carried out by aides. Division of items as to frequency of occurrence of functions appears in Appendix C.

Tallying was accomplished by assigning scores from one to four on each scale. Scores on perceptions on the appropriateness of aides' functions were designated: (1) strongly agree, one point; (2) agree, two points; (3) disagree, three points; and (4) strongly disagree, four points. Perceptions on the frequency of occurrence of

the aides' functions were counted similarly: (1) usually, one point; (2) often, two points; (3) seldom, three points; and (4) never, four points.

Procedures for Analysis of Data

Data obtained from the survey were subjected to one-way analysis of variance for the purpose of testing the six null hypotheses stated on pages five and six. One-way analysis of variance was utilized since the statistical model fit the research design. The model provided an over-all test of the hypotheses. If significant differences were found, which suggested at least one significant difference among means, the Duncan's Multiple Range Test was used to compare all possible pairs of means. The Duncan's Multiple Range Test is the most powerful statistical technique available for this purpose.

Organization of the Remainder of the Study

The remainder of the study is organized in the following manner. Chapter II presents a review of selected literature. The results of the study are reported in Chapter III. Chapter IV contains the summary, conclusions, discussion, and recommendations.

CHAPTER II

Review of Selected Literature

In order to place in perspective the functions of aides in the New Mexico Migrant Project various factors were considered: (1) a brief history of agricultural migrant workers; (2) two views on the needs of agricultural migrant students; and (3) functions of aides in reference to two educational philosophies, acculturation versus cultural democracy.

Sources concerning the needs of agricultural migrant students and functions of aides have been included within the context of two diverse aims in education, acculturation and cultural democracy. While one of the general objectives of education has been the transmission of the dominant cultural heritage, in New Mexico, education for agricultural migrant students needs to cross economic, cultural, and linguistic barriers. Depending on which philosophy is followed, i.e., acculturation or cultural democracy, functions of aides reflect institutional acceptance or rejection of the students' family history, his culture, his language, and his way of life. Functions of aides mirror what is prized by the schools: dominant monocultural-English-only instructional programs or bilingual-bicultural approaches, the traditional self-contained classroom, or education which encompasses the students' worlds.

Migratory Farm Laborers in the United States

Historical Background

The educational needs of agricultural migrant students must be described within a historical framework in a study concerned with the aides whose task it is to ameliorate such needs. The educational needs of agricultural migrant students are reflected in the history of migratory farm laborers in the United States.

Agricultural migrant workers have a long history in the United States. According to the New York State Department of Education, as long ago as the 1850's, Henry Miller utilized unattached males to follow the crops along the lengths of his empire, from the Southwest to Canada.[1] As more land and water resources became available, extensive irrigation projects were developed along major rivers. The Rio Bravo contributed its waters to vast irrigation systems. The demand for farm labor increased. In the West, Chinese, Japanese, Filipinos, and Mexicans were prevalent in the fields. Black migrants were most numerous in the South, with a gradual incursion up the East Coast.[2]

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[1] The University of the State of New York, Educating Migrant Children (Albany, New York: State Department of Education, Bureau of Elementary Curriculum Development, 1968), pp. 4-6.

[2] Ibid.

Gordon declared that until the early years of the twentieth century the uneducated, with strong backs and minimal manual skills, could find a place in the national economy.[3] According to Tuck, after World War II, the termination of defense jobs and the spreading mechanization of farming turned more of the unlettered and unskilled to farm labor.[4] Vickeson asserted that the migrant streams swelled with Spanish-speaking Puerto Ricans and Mexican Americans.[5]

As of May 1972, the number of agricultural migrant workers who followed the crops in the United States was "estimated to total about 1.4 million people."[6] In the Southwest, single male workers "are being replaced by entire families, primarily from Texas," according to the Commission of the States.[7] Agricultural migrant

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3 Edmund W. Gordon, "Some Theoretical and Practical Problems in Compensatory Education as an Antidote to Poverty," Psychological Factors in Poverty, ed. Vernan L. Allen (institute for Research on Poverty Monograph Series. Chicago: Markham Publishing Company, 1970), pp. 318-319.

4 Ruth Tuck, Not with the Fist: Mexican Americans in a Southwest City (New York: Harcourt, Brace and Company, 1946), pp. 56-60.

5 Steve Vickeson, "Farms, Workers Share Shaky Future," Race Relations Reporter, 3:21 (May, 1972).

6 The Education Commission of the States, Early Childhood Programs for Migrants: Alternatives for the States. Report No. 25. (Denver, Colorado: The Education Commission of the States, 1972), p. 14.

7 Ibid.

workers of Mexican descent were in the majority in the migrant streams of the Southwest. In New Mexico, the 1970 agricultural migrant student population was found to be seventy-two percent Mexican American.[8] In contrast to a previous history of educational exclusion suffered by their elders, agricultural migrant children are now sought by school districts involved in the Migrant Project.

At a time when present technology, reaching new heights of sophistication, has rushed manual labor from the fields, a greater degree of skills has been demanded by the urban market place. Replaced by machinery and new discoveries in agronomy, the agricultural migrant has been powerless to demand changes in education when he has been in a subdominant position, a socio-metric isolate, in the social structure.

Acknowledgement of Agricultural Migrant Students' Needs

The existence of the New Mexico Migrant Project, a part of national compensatory education, has attested to an acknowledgement by national, state and local educational entities of their responsibility to implement compensatory instructional programs for agricultural migrant students. On January 4, 1965, President Johnson

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[8] Donald L. Harvey, New Mexico State Annual Evaluation Report, P. L. 89-10, as Amended by P. L. 89-750 for Migrant Programs, Title I ESEA (Santa Fe: New Mexico State Department of Education, 1970), p. 13.

pronounced an address, generally known as his major statement on the War on Poverty, in which he outlined his goals for improving living conditions for the poor.[9] On January 12, 1965, the President again spoke at length to Congress on what is now known as the Elementary and Secondary Education Act, with particular attention to the educational needs of the powerless.[10] The passage of the Migrant Amendment bore witness that Congress became cognizant of the fact that neither President Johnson's War on Poverty nor the original Elementary and Secondary Education Act had reached agricultural migrant students.[11] By funding yearly educational programs under the Migrant Amendment, Congress had demonstrated its recognition of the educational needs of such students.

Identification of Agricultural Migrant Students

For the purpose of this study the identification of an agricultural migrant student was consonant with that stated by the U. S. Office of Education. This description has been used by the New Mexico State Department of Education as well as forty-six other contiguous states.

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9 The New York Times, January 5, 1965, p. 16, col. 5.

10 The New York Times, January 13, 1965, p. 20, col. 2.

11 The New York Times, May 14, 1966, p. 14, col. 2.

> A migratory child of migratory agricultural workers is a child who has moved with his family from one school district to another during the past year in order that a parent or other member of his immediate family might secure employment in agriculture or in related food processing activities.[12]

As of April 30, 1972, there were identified through the Migrant Student Record Transfer System, 9,942 agricultural migrant students enrolled in the New Mexico Migrant Project.[13]

Needs of Agricultural Migrant Students

The academic needs of agricultural migrant students were viewed from two divergent perspectives in the literature. Official federal, state, and local educational entities generally presented the agricultural migrant students' academic performance and needs from the standpoint of measuring the students' level of acculturation to the dominant, English-speaking, middle-class values which prevail in the traditional classroom. Dissenting educators, government leaders, and psychologists representing several ethnic groups, proposed that a humanistic approach is vitally needed in the classroom in order to build a cultural democracy which would accept the

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[12] Texas Education Agency, Migrant and Preschool Programs, A Teacher and Teacher Aide Guide for Programs for the Education of Migrant Children (Austin: Texas Education Agency, 1970), p. iv.

[13] Statement by Jacob D. Martínez, Director, New Mexico Migrant Project, New Mexico State Department of Education, personal interview, May 23, 1972.

strengths of students from economic and ethnic minorities. In large measure, the philosophy of education pursued in the schools delineates the functions ascribed to staff members, including aides who are employed to promote the academic progress and general welfare of agricultural migrant students.

Onus on the Student

Children of agricultural migrant workers have been unable, on the whole to escape their milieu's patterns of functional illiteracy and powerlessness. The Justice Department decried the situation when it stated that "children whose parents are migratory workers suffer more severe educational deprivation than any other."[14]

In New Mexico strong emphasis was placed on the following educational needs of agricultural migrant children:

1. Improvement of the child's self-image.
2. Improvement of class performance.
3. To raise the occupational or educational aspirational levels of our migrant children.[15]

Characteristics, needs and objectives were interwoven within the twenty-two listings under "Special Education of Migrant Children"

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[14] U. S. Commission on Civil Rights, The Mexican American, No. 895-629 (Washington, D. C.: Government Printing Office, 1968), p. 35.

[15] Bill Caperton, New Mexico State Department of Education, New Mexico State Plan, Migrant Education, Fiscal Year 1972 (Santa Fe: New Mexico State Department of Education, 1972), p. 1.

in the New Mexico State Plan, Migrant Education, Fiscal Year 1972.[16] The needs ascribed to agricultural migrant students were described under three general categories: psychological, academic, and physiological. Thirteen of the twenty-two headings fell under the general category of psychological needs, ranging from the need to enhance the students' self-image in school to the need to widen vocational aspirations for the agricultural migrant student population as a whole. From the intermingled headings the following psychological areas were extracted: providing individual counseling; developing in the student a sense of belonging at school and in the community; and avoiding stereotyping students.

Noted in the academic area were two types of needs: the schools' need to acquire pertinent data for approximate student placement and the student's need to improve his academic performance. Language was the subject matter specified as one in which the agricultural migrant student was considered to require the most assistance. Medical, health, and nutritional needs listed covered physiological aspects.

Other sources, from entities which were also engaged in the education of agricultural migrant students, documented similar needs throughout the country. The U. S. Office of Education defined the

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16 Ibid., pp. 3-4.

most pressing needs of agricultural migrant children:

1. Language training.
2. Proper health and medical care.
3. Cultural development.
4. Improvement of self-image.
5. Proper nutrition.[17]

The most cogent listing of educational needs of agricultural migrant children was developed by the California State Department of Education. The following needs were described:

1. Equal Opportunity - Migrant children and youth need educational programs which offer them the same opportunity for maximum development.

2. Continuity in the Educational Program - Schools which educate migrant children and youth need to improve cooperative planning and communication for greater continuity in their education.

3. Mastery of English - Schools should provide systematic instruction in the English language, both for children and youth who speak a different language and for those who speak non-standard English.

4. Sufficient Specialized Personnel - Fundamental to a good program is a sufficient number of teachers and other personnel trained in the special requirements of the recommended program.

5. Adequate Facilities and Equipment - Schools in the migrant areas should be supplied with the facilities and equipment needed for the recommended program.

6. Attitudes Favorable to Success - Migrant farm families need educational experiences designed to develop and strengthen self-confidence and self-direction.

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[17] U. S. Department of Health, Education and Welfare, "The Schools: Accepting the Challenge," Children at the Crossroads, Superintendent of Documents Catalog No. HE 5.237:37062 (Washington, D. C.: Government Printing Office, 1970), p. 31.

7. Vocational Guidance and Education - School programs should lead directly to improved vocational opportunities for members of migrant families.

8. Individualized Learning Program - School programs for migrant children and youth should be based on their special needs.

9. Broadening Background and Interests - Migrant families need compensatory experiences and activities designed to develop understandings, interests, and expressive ability.

10. Secondary Education - All migrant youth should be encouraged to obtain a high school education.

11. Kindergarten and Pre-School Programs - Young children of migrant families should have opportunities to attend kindergarten and pre-school programs.

12. Better Living - School programs should assist migrant families in dealing with problems of daily living under camp conditions and to develop the skills and knowledge needed.

13. Relevance and Meaning - Educational programs should be directly and immediately related to the experiences, needs, and goals of migrants.

14. Identification and Citizenship - Educational programs should be planned to help migrant families identify with the community and with the country as participating citizens.

15. Flexibility with Educational Arrangements - New ways of organizing and implementing educational programs should be developed.

16. Cultural Background - Migrant families have a rich heritage from which many curricular experiences may be drawn for all children.[18]

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[18] California State Department of Education, California Plan for the Education of Migrant Children, an Application Authorized Under P. L. 89-750, Title I, Elementary and Secondary Act of 1966 (Sacramento: California State Department of Education, 1967), pp. 7-8.

Recurring educational needs of agricultural migrant children were voiced through sources in various states. The Migrant Program in Virginia pointed out the "educational, social, health, and emotional needs" of the agricultural migrant student in that state.[19] The Colorado Department of Education stressed the need for each child to "develop a positive self-inage and a sense of personal security" before expecting any academic progress.[20] In Texas, priority was given to the development of oral language, the provision of health services, and field trips.[21] The Committee for National Evaluation of Migrant Education Programs accorded priority to the student's need "to improve communication skills necessary for varying situations.[22] Schools serving agricultural migrant students have become more aware of the agricultural migrant students' physical

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19 Accomack County Schools, Migrant Education Program, A Place for Jody (Richmond: Virginia State Department of Education, 1969), p. 5.

20 Phil Gore and Ernest Maestas, Migrant Education Guide (Denver: Colorado Department of Education, 1971), p. 1.

21 Texas Education Agency, Migrant and Preschool Programs, Texas Child Migrant Program (Austin: Texas Education Agency, 1959), p. 3.

22 New York State Center for Migrant Studies, "National Goals for Migrant Education," Newsletter, II, 2 (Geneseo: New York State Center for Migrant Studies, 1971), p. 12.

and academic needs through the transmission of the students' records by the nationwide Uniform Migrant Student Record Transfer System.[23]

The National Data Bank, which operates the record transfer system, has directed that results from standardized testing be recorded. While the literature presented the students as academic failures, Hernández offered a scholarly argument against the stereotyping of Mexican American students through the use of what she considered to be inappropriate instruments.[24] She claimed that the present utilization of achievement test performance explained educational and institutional failures instead of explaining ethnic variation.

Traditional education has placed the onus to change on the student. This position was expressed by the National Policies Commission of the National Education Association in reference to culturally different groups, calling their "pre-industrial culture

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[23] Statement by James Wilson, Area Supervisor, Migrant Student Record Transfer System, National Data Bank, Little Rock, Arkansas, August 30, 1970.

[24] Deluvina Hernández, Mexican American Challenge to a Sacred Cow (Los Angeles: University of California, Mexican American Cultural Center, 1970), p. 39.

less well adapted to the modern city--or even to the modern farm--than was the European peasant's culture to the nineteenth century America."[25]

Singled out for opprobium by the Commission were migrants "who often fail to make a satisfactory adaptation themselves and are little able to ease the difficulties of their children."[26]

The same educational entity rested the onus to change on those members of cultural minorities who have refused to melt into anonymity due to their alleged "cultural incompatibility and educational inadequacy" which were considered to be "repugnant to American morality."[27]

There are educators in compensatory education who have regarded the culturally distinct students who are poor as "culturally deprived." Montello and Ballard declared that "such a student has been considered largely incapable of achieving academic success under the dominant middle class criteria of the schools."[28] To be poor,

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[25] Educational Policies Commission, Education and the Disadvantaged American (Washington, D. C.: National Education Association, 1962), p. 9.

[26] Ibid., p. 10.

[27] Ibid., p. 10.

[28] George Montello and Lowell Ballard, Compensatory Education Guide for Elementary Schools (San Diego: San Diego Schools, 1965), p. 1.

transient, and linguistically and culturally different has been equated to "language barrier" and being "culturally disadvantaged."

Onus on the Schools

At the other extreme of this philosophic spectrum Rodríguez wrote with equal vehemence: "Consequently, the Anglo conformist strait jacket manifests itself in cultural intolerance and results in cultural annihilation."[29] Rodríguez continued, in the strongest statement discovered in the literature: "For the non-English-speaking immigrant and migrant there is absolutely no form of escape and no compromise short of cultural suicide."[30]

Under Mazón's editorship, it was asserted in an exposition in behalf of bilingual-bicultural education, that the Spanish-speaking child's "so-called linguistic disadvantage is essentially the by-product of a colonizer's viewpoint and is partially the result of ignorance about language and its functions."[31] Guerra argued that

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[29] Dario E. Rodríguez, "Some Physiological and Educational Aspects of Bilingualism," Aztlan, Chicano Journal of the Social Sciences and the Arts, 1:87 (Spring, 1972).

[30] Ibid.

[31] Manuel Reyes Mazón (ed.), A Design for Bilingual-Bicultural Education: A Process for Cultural Pluralism (Washington, D. C.: U. S. Office of Education, 1972), p. 3.

the question should not be "What is wrong with the Chicano child?" but "What is wrong with the way we are teaching the Chicano child?"[32] In a similar vein Moreno raised the question, "Why do we treat human beings that are 'disadvantaged,' 'low-income,' 'culturally different,' with such desprecio?".[33]

As if in response to Moreno, Hunt and Metcalf asserted that there are "areas of belief and behavior characterized by a relatively large amount of irrationality, prejudice, inconsistency, confusion, and taboo."[34] In a correlary statement Fromm attacked what he called "consensual validation," that is, an assumption that "the fact that the majority of people share certain ideas or feelings proved the validity of these ideas and feelings."[35] In the case of agricultural migrant students, consensual validation has found them wanting.

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[32] Manuel H. Guerra, "Educating Chicano Children and Youths," Phi Delta Kappan, 5:53 (January, 1972), 313.

[33] Edward V. Moreno, "Bilingual Education--A Commitment to Community Development," Reports: Bilingual Education, Commitment and Involvement, ed. Charles Olstad (Tucson, Arizona: Southwest Council for Bilingual Education, 1969), p. 10.

[34] Maurice P. Hunt and Lawrence E. Metcalf, Teaching High School Social Studies: Problems in Reflective Thinking and Social Understanding (New York: Harper Brothers, 1955), p. 230.

[35] Erich Fromm, The Sane Society (Greenwich, Connecticut: Fawcett Publications, Inc., 1967), p. 23.

Bilingual-bicultural education was a major thrust urged by those writers who would demonstrate an acceptance of the total student by perceiving his knowledge of another language, Spanish, as a strength and proceed to build upon concepts already acquired in that language.

Ginsburg charged that "compensatory education programs are based on wrong assumptions and evaluations," arguing that poor children "need an environment which nourishes their abilities and allows their language to develop."[36] Senator Yarborough disagreed with those who categorize Mexican American students as alingual. He maintained that "when a child's environmental language comes into play, one can observe that these children are not uncommunicative."[37]

Gaarder was among the current writers who advocated bilingual education. He proposed equal utilization of the languages selected when he defined bilingual education as "the concurrent use of two languages as media of instruction . . . in all of the school curriculum."[38]

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[36] Herbert Ginsburg, The Myth of the Deprived Child: Poor Children's Intellect and Education (Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1972), p. 93.

[37] Ralph W. Yarborough, "Bilingual Education and Human Development," Proceedings, Texas Conference for the Mexican American, eds. Dwain M. Estes and David W. Darling (San Antonio, Texas: Southwest Educational Development Laboratory, 1967), p. 125.

[38] A. Bruce Gaarder, "Organization of the Bilingual School," Journal of Social Issues, 23:220-20 (1967).

Rodríguez asserted that the "ultimate benefit of a bilingual curriculum would be to instill cultural pride" and "intellectual confidence early in a child's education."[39]

Ulibarrí emphasized:

> . . . without regard to knowledge that our children have been and will continue to be stymied in their intellectual growth by educational programs not suited for Chicano needs, we must become aware that bilingual-bicultural education is a necessity.[40]

The New Mexico State Board of Education, appearing to have concurred with Rodríguez and Ulibarrí, listed the following objectives for bilingual education:

1. To develop the child's capacity to think rationally, make sensible decisions, and deal effectively with his environment.
2. To help the child understand his own abilities and limitations and achieve a positive concept of self.
3. To foster the child's individual talents and creative abilities.
4. To achieve maximum development of the fundamental skills in each student.

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[39] Rodríguez, op. cit., p. 95.

[40] Mari-Luci Ulibarrí, "Toward a Philosophy of Education for the Chicano: Bilingualism and Intellectual Development," Adelante: An Emerging Design for Mexican American Education (Austin, Texas: The University of Texas, Teacher Corps Assistance Project, Center for Communication Research, 1972), p. 9.

5. To achieve maximum development of ability and desire in each individual to make the greatest possible contribution to his own society through responsible participation in, and benefit from, the great privileges of American citizenship.

6. In order to accomplish objectives 1-5, the primary objective of school programs for children whose mother tongue is not English shall be achievement of proficiency in the English language.[41]

The availability of compensatory education funds has presaged the expediting of the implementation of these objectives for bilingual education. At the Regional Conference on Teacher Education for Mexican Americans, formal recommendations were made that "the role of the paraprofessional" be re-evaluated and that "bilingual teacher aides" be hired to "eliminate some of the communication gap between students and teachers."[42] The portent for aides has appeared to be their greater utilization in a moving toward the elimination of the observed communication gap between the bilingual student's worlds at home and at school. The coupling of Congressional funds and state legislation in favor of bilingual education has augered

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[41] New Mexico State Department of Education, Statement of Policy--Bilingual Education (Santa Fe: New Mexico State Department of Education, 1967).

[42] Ed Van Meter and Alma Barba (eds.), Proceedings of the Regional Conference on Teacher Education (Las Cruces, New Mexico: New Mexico State University, Educational Resources Information Center Clearinghouse on Rural Education and Small Schools, 1969), p. 25.

for the possibility of future increments in the ranks of bilingual aides.

A state legislative precedent has been set in Massachusetts in the establishment of bilingual and bicultural education for children from non-English-speaking backgrounds. In the Phi Delta Kappan, it was suggested that "the Massachusetts Legislature may serve as a model for other states."[43]

The Constitution of New Mexico, quoted in Appendix D, declared that "children of Spanish descent . . . shall forever enjoy perfect equality with other children."[44] Debate has continued throughout the state on the legal interpretation of "perfect equality" and bilingual education.

At a national level, Harold Howe II, admitted that still "we are . . . perplexed and unsure about how to bring about effective compensatory education."[45] Patterson cited "the forbidding nature

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[43] State Bilingual Education Bill, "News Notes," Phi Delta Kappan, 5:12 (January, 1972), 341.

[44] Constitution of New Mexico, Article XII, 8, Section 10 (1911), p. 234.

[45] Harold Howe II, U. S. Commissioner of Education, "A New Focus for School Desegregation." (Paper read before a Forum of the Jewish Community Center, December 6, 1967, Cincinnati, Ohio).

of the problem" which has been ever present when changes have been contemplated in education.[46] Kelley espoused an evaluation of the prevailing value system, "the honest gaze to which rage and despair can be a prelude" which "has the power to give us back to ourselves."[47] Carter reflected from the moment an agricultural migrant student steps into the traditional public school classroom, differing class oriented cues between students and teacher come into play.[48] A UNESCO manual on the effects of technical change on cultural patterns described an additional dimension found in New Mexico as one of cross-cultural confrontation.[49]

In espousing an approach to the socio-cultural clash in the classroom, in Cultural Democracy, the Michigan State Department of

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[46] Franklin Patterson, "Social Science and the New Curriculum," Revolution in Teaching: New Theory, Technology and Curricula, eds. Alfred de Grazia and David A. Sohn (New York: Bantam Books, 1964), p. 290.

[47] Helen Kelley, Baccalaureate Address, Immaculate Heart College, June, 1969, Hollywood, California.

[48] Thomas P. Carter, Preparing Teachers for Mexican American Children (Las Cruces, New Mexico: New Mexico State University, Educational Research Information Center Clearinghouse on Rural Education and Small Schools, 1969), p. 11.

[49] Margaret Mead (ed.), Cultural Patterns and Technical Change, United Nations Educational, Scientific and Cultural Organization (New York: The New American Library, Inc., 1955), p. 164.

Education affirmed: "What is wanted in public education is 'cultural democracy'. That means the dissipation of all educational strategies based on the theory of 'cultural deprivation'."[50] The cited publication stressed:

> In such a setting some professional personnel would be trained in the intellectual, linguistic, cognitive legitimacy of all cultures represented by the student population. No professional personnel would lack profound appreciation for the appropriateness and legitimacy of the variety of cultures students represent.[51]

The report linked cultural and linguistic aspects when it declared "'Cultural democracy' logically proceeds to bilingualism and neither language is judged superior or inferior."[52]

In the same vein, Shaw laid stress on "the need to understand that to be culturally different is not to be devoid of culture."[53] According to Fantini, "in a pluralistic society, diversity is an important value that our educational institutions should express."[54]

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[50] Michigan State Department of Education, 1970-1971 Michigan Project, Cultural Democracy: Improving State Leadership in Education (Lansing: Michigan State Department of Education, 1971), p. 5.

[51] Ibid.

[52] Ibid.

[53] Larry Shaw, "Bilingual Education--An Answer," Washington Education, 82: (May-June, 1971), 30-31.

[54] Mario D. Fantini, "Schools for the Seventies: Institutional Reform," Today's Education, 59:42 (April, 1970).

Some writers advised caution in the implementation of cultural pluralism in education. Smith charged that to escape from or deny the tribal heritage of the ethnic majority is "as unjust as excluding the cultural heritage of the ethnic minority."[55] He urged that "our national priorities be oriented toward providing equality with diversity."[56] A word of caution was offered by Angel when he noted that "the use of Cultural Differences as a political tool, while perfectly justified, may be an obstacle in deriving effective pedagogical practice."[57]

Several advocates of a humanistic approach to education appeared to be in consonance with a spirit that would include all cultures. In a statement that would fit all peoples, Maslow proposed that "the 'better' culture gratifies all basic needs and permits actualization."[58] Combs advocated that "a positive view is

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55 William L. Smith, "Closing the Lid on the Melting Pot," Phi Delta Kappan, 5:53 (January, 1972), 265.

56 Ibid.

57 Frank Angel, "Social Class or Culture? A Fundamental in the Education of Culturally Different Students," New Mexico Association for Teachers of English to Speakers of Other Languages and Bilingual Education Newsletter, 1970-1971, p. 19.

58 A. H. Maslow, Perceiving, Behaving, Becoming, ed. Arthur W. Combs (Washington, D. C.: National Education Association, Association for Supervision and Curriculum Development, 1962 Yearbook), p. 99.

learned from the ways people treat the learner. People learn that they are able, not from failure, but from success."[59] Kelley believed "confidence opens the barriers so that the perceptive stuff of growth can be received."[60] Fromm held that "maximal development of the human system in terms of its own structure--that is to say, human well-being--is the overriding goal."[61]

In keeping with a humanistic view, Smith argued that "we cannot survive if we continue to turn out generations of literate Americans whose only concern is personal profit."[62]

Buckingham designated the locus of change to the school. In 1926 Buckingham struck at the crux of the current philosophic dilemma

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[59] Arthur W. Combs (ed.), Perceiving, Behaving, Becoming (Washington, D. C.: National Education Association, Association for Supervision and Curriculum Development, 1962 Yearbook), p. 99.

[60] Earl C. Kelley, Perceiving, Behaving, Becoming, ed. Arthur W. Combs (Washington, D. C.: National Education Association, Association for Supervision and Curriculum Development, 1962 Yearbook), p. 99.

[61] Erich Fromm, The Revolution of Hope: Toward a Humanized Technology (New York: Bantam Books, 1968), p. 4.

[62] Donald Smith, "Training Teachers for Ethnic Minority Youths," Phi Delta Kappan, 5:53 (January, 1972), 287.

in common and compensatory education. Buckingham asserted:

> There can be no misfit children. The child is what education is for. One might as well say that a man does not fit his trousers as to say that a child does not fit the schools.[63]

Sauvy summarized the issue when he wrote:

> Il s'agit seulement de savoir si la société . . . est agencée de façon à accueillir ses enfants ou à les rejeter.[64]

Platt discussed the future in terms of the human element:

> In the United States, muscular effort has almost disappeared except for stoop labor, jackhammer operators, and football players. The only indispensable human component is the mind component for design, redesign, complex evaluation, and control.[65]

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63 B. R. Buckingham, Research for Teachers (Chicago: Silver Burdette and Company, 1926), p. 299.

64 Alfred Sauvy, "L'éducation et l'integration économique des jeunes," Textes choisis sur l'économis de l'éducation (Paris: UNESCO, 1968), p. 77.

> All that is needed is to find out whether . . . society is equipped to look after its children or to reject them.

65 John Platt, "What's Ahead for 1990," The Center Magazine, 4:28 (July-August, 1972).

Isáis Reyes defined education in humanistic terms which apply to the future of the United States and the world:

> Educación es todo eso y mucho más: desarrollo de capacidades, comprensión de los valores de la cultura, formación de actitudes sociales y, sobre todo, el despertar de aspiraciones de superación individual y de solidaridad humana.[66]

Two major philosophic positions were identified in the literature regarding educational needs of agricultural migrant students: acculturation and cultural democracy. The underlying tone of government and professional sources in the field of education was of saying "acculturate or else" to the student. Such sources called for the student to change to fit the school and its offerings. The aides' presence, in this instance, has enabled the school to do more of the same.

Viewed from a position which espoused cultural democracy, the needs of agricultural migrant students were seen in the light of acceptance of their linguistic and cultural differences. Under a philosophy of acceptance of these differences, the aides' functions would be broadened to encompass and enhance the students' cultural awareness and bilingual capabilities.

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66 Jesús M. Isáis Reyes, Educación de Adultos (Mexico, D. F.: Ediciones Oasis, S. A., 1969), p. 23.

> Education is this and much more: development of abilities, understanding of cultural values, formation of social attitudes and, above all else, the awakening of aspirations toward individual betterment and human solidarity.

Changing Social Forces in Education and Aides' Functions

The passage and continued funding of the Migrant Amendment indicated a nationwide effort to seek out for education a sector of society which heretofore had been largely excluded from education.[67] Since the Migrant Amendment defined as its objective the furthering of the agricultural migrant students' academic progress and general welfare, this led to an examination of aspects of education which are germane to the aides' functions in regard to social forces acting upon the schools.

Individual economic and social betterment and human solidarity have not been achieved by many segments of society, including agricultural migrants. Lack of social progress, Bowman and Klopf contended, has been reflected by physical violence and verbal protest by those who hold the school chiefly responsible "for the current unrest and strife through its failure to respond . . . to the insistent demand for true equality of opportunity."[68] The Department of

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[67] Elementary and Secondary Education Act (Migrant Amendment), 20 U. S. C. o/o 241 (e) (1970).

[68] Garda W. Bowman and Gordon J. Klopf, New Careers and Roles in the American School (New York: Bank Street College of Education for the Office of Economic Opportunity, 1968), p. 5.

Health, Education and Welfare, in its publication, Contemporary Issues in American Education, stated:

> Many people in present-day America, including civil rights groups, see the school as a powerful instrument of social policy and they insist that such power be exercised.[69]

Saunders, et al., observed that there are "educational and social expectations" which "have been extended in all segments of society."[70] A factor in the extension of these expectations was described by Trujillo when he contended that "the schools today are being thrust into the market place, and their charismatic quality of bygone years is being challenged."[71]

McGrath, among the ranks of reform advocates, claimed militancy and unrest as an outgrowth of a multiplicity of confounding factors which stem "from a failure and refusal to recognize the obvious by school administrators and their boards of education."[72]

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[69] U. S. Department of Health, Education and Welfare, Contemporary Issues in American Education (Washington, D. C.: Government Printing Office, 1966), p. 148.

[70] Jack O. L. Saunders, et al., Helping Teachers Utilize Aides (El Paso, Texas: Innovative Resources, Inc., 1971), p. 2.

[71] Rupert Trujillo, Rural New Mexicans: Their Educational and Occupational Aspirations (Las Cruces: New Mexico State University, Educational Resources Information Center Clearinghouse on Rural Education and Small Schools, 1971), p. 22.

[72] J. H. McGrath, "A Letter from the Editor," Planning and Changing: A Journal for School Administrators, ed. J. H. McGrath (Normal: Illinois State University, 1970), p. 45.

As a groundswell for pluralistic education has continued to gather, new priorities have emerged. Education has become an ideological battleground in which the evolving functions of the school and its personnel are at issue.

Clark, in a discussion of the aims of education, asserted that:

> . . . a major development in the concept of education was the decision to utilize public schools as instruments for facilitating social mobility among classes, rather than as a process that should be restricted to a particular class.[73]

Clark pointed out that during the past thirty to forty years, public education "is no longer an instrument facilitating social mobility, but has become probably one of the most effective techniques for maintaining class differences and cleavages."[74]

Wright was concerned that schools "perpetuate class rigidities already imposed upon us" and that the assumptions they make "become self-fulfilling prophecies for teachers and students."[75] Kneller

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[73] Kenneth B. Clark, Clash of Cultures in the Classroom (Washington, D. C.: Tutorial Assistance Center, 1963), p. 1.

[74] Ibid., p. 2.

[75] Betty Atwell Wright, Teacher Aides to the Rescue (New York: The John Day Company, 1969), p. 137.

felt that "almost invariably the dominant group in a culture organizes the educational system to strengthen its own position."[76]

Feuerbach perceived the school's "unique functions laid to no other agency of the state, of interpreting the principles of democracy to each new generation" as well as "a recognition of the dignity and worth of personality."[77] Feuerbach stressed the need for broadly conceived school administration policies and the implementation of correct practices "in terms of the educational purposes to be served or the functions to be performed" by "non-professional personnel."[78] The addition of paraprofessionals has been prominent among the innovative responses to the social pressures thrust upon the schools. Harrison indicated that a growing awareness of "the special needs of individuals, especially those who are uniquely different," gave impetus to the use of paraprofessionals in the classroom.[79]

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[76] George P. Kneller, Educational Anthropology: An Introduction (New York: John Wiley and Sons, Inc., 1966), p. 68.

[77] Franklin Kenneth Feuerbach, Personnel Policies Affecting Certain Non-instructional School Employees (Ann Arbor: University of Michigan Microfilms, 1968), pp. 3-4.

[78] Ibid., p. 4.

[79] Raymond H. Harrison, The Selection, Orientation, and Use of Teacher Aides (Fresno, California: G. W. Book Supply, 1970), p. 3.

Functions of Aides

As the school has assumed responsibility for fostering "growth and development in all major aspects of human personality," paraprofessionals have been employed in ever-increasing numbers to staff programs, reflected Harrison.[80] The paraprofessional can be a vehicle to humanize the school in an effort to address itself to the special needs of linguistically and culturally different students. The dignity and worth of such students has been enhanced by the presence of paraprofessionals who accept and utilize the agricultural migrant students' home culture and language in the classroom.

Shank and McElroy acknowledged that "the continued growth in numbers of teacher aides employed in schools attests to the worth of this relatively new venture by American schools."[81] Hayen saw the availability of a second adult in the classroom as providing a new opportunity to clarify the functions of certificated and non-certificated personnel.[82] Olivero observed that with the coming of

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80 Ibid.

81 Paul C. Shank and Wayne McElroy, The Paraprofessionals or Teacher Aides (Midland, Michigan: Pendall Publishing Company, 1970), p. 4.

82 Frederick V. Hayen, "Finding and Screening Aides," Aides to Teachers and Children, ed. Sylvia Sunderlin (Washington, D. C.: Association for Childhood Education International, 1968), p. 8.

aides, there has been "the recognition that there may be better ways to reorganize our schools than by sticking with the establishment theory" of attempting to solve educational problems by reducing class size.[83]

The school, as the single governmental agency which has the longest contact with most of the country's population, has become a focal point on the issue of acculturation versus cultural democracy. By capitalizing on the strengths of the indigenous bilingual paraprofessional, cultural democracy could be promoted by ascribing bilingual-bicultural functions to them.

For example, the New Mexico State Board of Education defined as being appropriate for aides, "those labors not requiring instructional and/or professional decisions."[84] A pertinent section of the official guidelines for aides in New Mexico appears in Appendix E. These guidelines do not expand on the vital issue of cultural democracy in a state with several well-defined cultures.

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[83] James L. Olivero, Do Teacher Aides Aid American Education? (Albuquerque, New Mexico: Southwestern Cooperative Educational Laboratory, Inc., 1971), p. 5.

[84] New Mexico State Department of Education, Title I Education Aides in New Mexico (Santa Fe: New Mexico State Department of Education, 1969), p. 9.

According to the Arkansas State Department of Education, the following functions were considered appropriate for aides:

1. Classroom housekeeping.
2. Clerical work.
3. Student supervision.
4. Pupil personnel services.
5. Curriculum enrichment.[85]

Another voice was heard in favor of limiting aides to non-instructional functions. The National Education Association declared its approbation of the aides' providing non-instructional services whereby the teacher is relieved "to do the job for which he is trained, that of teaching the nation's children."[86]

Shank and McElroy accepted two broad categories of tasks for aides rather than one: "those tasks in which the aide has contact with students, and those tasks that are primarily clerical, service-oriented, or technical."[87] Mattera gave a similar categorization for aides' functions.[88] She included another type of aide, that of

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85 Arkansas State Department of Education, Title I ESEA Summary of In-service Education Programs for Aides and Teachers (Little Rock: Arkansas State Department of Education, 1968), p. 2.

86 National Education Association, "Teacher Aides in the Public Schools," Research Bulletin, 48:1 (March, 1970), 11-12.

87 Shank and McElroy, op. cit., p. 8.

88 Gloria Mattera, "How Teacher Aides Can Help in Educating Mirgant Children," Love and Understanding of the Migrant Child (Jonesboro: Arkansas State University, 1969), pp. 19-20.

instructional assistant. In her description of the aides' tasks, Mattera listed many activities in which aides were to be directly involved with migrant students: asking questions; listening and reading to students; assisting students to develop their handwriting and creative writing skills. A list of functions for aides in the Texas Migrant Program was in keeping with those previously noted.[89] The complete list appears in Appendix F.

The literature revealed two positions regarding aides and their functions. The legal position appeared to be unequivocal. Alexander quoted this view: "Therefore, unless there are statutes providing to the contrary, a teacher aide is not authorized to perform instructional duties to teach."[90] Nevertheless, as demonstrated by Mattera, educators charged with the actual training and supervision of aides displayed a proclivity toward the aides' having direct contact with students in instructional settings.

In order for professionals to make decisions concerning the aides' functions, Bowman and Klopf identified the first requisite as being that of definition of development of the aides' functions.[91]

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89 Texas Education Agency, op. cit., pp. 9-10.

90 S. King Alexander, "What Teacher Aides Can--and Cannot--Do," Nation's Schools, 82:4 (August, 1970), 26.

91 Bowman and Klopf, op. cit., p. 8.

Some writers submitted a major reason why aides' functions have not been conferred a permanent place in serving the schools' clientele. Precarious funding patterns have been reflected in the year-to-year nature of the aides' ascribed functions and their short term training. The literature revealed that, as a rule, the aides' functions ascribed by the states appeared to be terminal in nature, rather than developmental. In referring to the effect of uncertainty in funding, Dady remarked:

> Because of the primary dependence upon the federal government to finance the employment of auxiliary personnel in education for rural schools, their utilization has been viewed to a great extent as temporary assistance to the professional staff.[92]

Reiff and Riessman expressed concern that the "ubiquitous nonprofessional's role as an aide to the professional has in many ways eclipsed his function as an aide to the client."[93] By functioning as a teacher's aide, instead of a student's aide, the aide's functions have served to more readily extend the influence of a philosophy of acculturation.

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92 Milan B. Dady, Auxiliary Personnel Programs in Rural America (Morehead, Kentucky: Morehead State University, 1968), pp. 66-67.

93 Robert Reiff and Frank Riessman, "A Strategy of Change in Community Mental Health Programs," Community Mental Health Journal, Monograph Series, No. 1, 1970, p. 5.

Rittenhouse added:

> It is felt that truly effective aide programs cannot be developed unless there is reasonable assurance of continued funding at an adequate level for at least five years, and such assurance is very rare.[94]

Gartner remarked that "both paraprofessionals and professionals undertake new roles as a new career system is established."[95] Gordon recognized that "nonprofessionals have become important, filling such roles as community liaison, teacher assistant, tutor, and study hall supervisor."[96]

Professionals were called upon by Reiff and Riessman to display the needed "flexibility to appreciate and understand the nonprofessional roles and aptitudes" and thereby "permit the reorganization of job structure."[97] Dady charged the professional staff with the responsibility of "integrating their new partners in a manner that permits auxiliaries to achieve an indispensable and permanent status."[98] McKenna considered revised organizational

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[94] Carl H. Rittenhouse, An Interpretive Study of the Use of Paraprofessional Aides in Education (Menlo Park, California: Stanford Research Institute, 1969), p. 15.

[95] Alan Gartner, Do Paraprofessionals Improve Human Services: A First Critical Appraisal of the Data (New York: New York University, New Careers Development Center, 1969), p. 3.

[96] Gordon, op. cit., p. 321.

[97] Reiff and Riessman, op. cit., p. 23.

[98] Dady, loc. cit.

patterns as a promising major innovation in education.[99] Bowman and Klopf believed institutionalization of aides to be a "prime requisite for productivity" in a structure of public service.[100]

Some permanence has been embodied for aides in education through acceptance in some school districts of a "career ladder approach which envisions paraprofessionals moving up the occupational hierarchy as they gain experience and degrees," according to Nash.[101]

Bowman and Klopf observed that within compensatory education indigenous aides have come to utilize their varied linguistic talents and their intimate knowledge of their own communities.[102] They maintained such aides have acquired functions which have embraced the classroom and the student's home in ways which have more harmoniously blended the student's worlds.[103] The growing presence of the

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[99] Bernard H. McKenna, School Staffing Patterns and Pupil Inter-personal Behavior: Implications for Teacher Education (Burlingame, California: California Teachers Association, 1967), p. 7.

[100] Bowman and Klopf, loc. cit.

[101] George Nash, "The Role of the Title I Program in University Involvement in the Urban Crisis," (a talk delivered to the State Title I Directors Meeting, Hot Springs, Arkansas, October, 1969).

[102] Bowman and Klopf, op. cit., pp. 209-212.

[103] Bowman and Klopf, loc. cit.

indigenous aide in the school setting has been an indication of the present zeitgeist and the rising aspirations among minority aides.

In another work, Bowman and Klopf concluded:

> Further, the auxiliary from the child's own neighborhood may be able to interpret to the middle-class professional some of the aspects of the behavior of a child who is non-responding in a school situation.[104]

Causal factors in the social milieu were given resonance by Bowman and Klopf in their perception of relationships between: the student's needs and the school's resources, and the utlization of indigenous aides and a reorganized structure in education.

Shank and McElroy, commenting on changes pertaining to aides, observed that a trend has evolved in the development of one or two year preparation programs for teacher aides and for which they hope "there will be no prerequisite other than normal health and interest."[105] They hoped that "the offerings of such a program will be geared to the aide rather than patterned after existing teacher education programs."[106]

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[104] Garda Bowman and Gordon Klopf, Auxiliary School Personnel: Their Roles, Training and Institutionalization (New York: Bank Street College of Education, 1966), pp. 4-5.

[105] Shank and McElroy, loc. cit.

[106] Ibid.

With lower entry levels and an expansion of training programs, aides' functions have been predicted to be a factor in the quality of education.

Contended Morphet and Jesser:

> In fact, one might well contend that the education of children and youth in our schools can be carried out efficiently and effectively during the next decade only if the policy of differentiated staffing is fully accepted and successfully implemented.[107]

Summary of the Review of the Literature

A brief history of agricultural migrant workers in the United States was presented. Enabling legislation, pertinent to the education of agricultural migrant students, was traced from 1965. The presence of agricultural migrant students in New Mexico was documented.

Academic needs of Mexican American agricultural migrant students were viewed from two divergent perspectives, acculturation versus cultural democracy. Under the prevalent philosophy of acculturation, the minority students' cultural values and linguistic background are considered to be deficient. Sources within the formal structures in government and education described such students as poorly acculturated in the dominant society's values and its preferred

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107 Edgar L. Morphet and David L. Jesser (eds.), Preparing Educators to Meet Emerging Needs (Denver, Colorado: Bradford Printing, 1969), p. 49.

language, English. From a philosophic position advocating a humanistic, culturally democratic approach in the education of ethnic minority students, dissenting writers perceived these students as having cultural strengths and linguistic strengths in Spanish.

The prevalent official philosophy stressing acculturation appeared to indicate a retention of aides' functions with limited contact with students within traditional unilingual school settings. An alternate philosophy was presented, one moving toward cultural democracy. This approach called for a wider range of functions for aides by capitalizing on the bilingual and bicultural capabilities of both students and aides. Under the second position the onus to change was placed on the schools.

Societal changes have engendered additional demands on the schools. New roles have been ascribed to state institutions and personnel. In a restructuring of educational goals and strategies proposed which appeared more in consonance with humanistic needs in a progressive, pluralistic democracy, the school aides' functions have been augmented.

Legal and pragmatic views showed divergence as to what constituted appropriate functions for aides. The law restricted the aides' functions in the direction of comparatively little contact with students. Practitioners tended to prescribe quasi-instructional functions for aides.

Institutionalization of the aides' position was advocated in a move toward enhancing long-range goals in career planning.

Perceptions of the aide's evolving functions have affected decisions moving toward an eventual reorganization of staffing patterns with the goal of improving the educational process for agricultural migrant students in a pluralistic society.

CHAPTER III

The Results of the Study

The purpose of this chapter is to present the statistical findings of the study.

The questionnaire in this study was developed in the following manner. Categories of aides' functions were evolved from an in-depth review of the literature. The questionnaire was then reviewed by a local jury comprised of the researcher's six doctoral committee members and six public school administrators. The revised questionnaire was then sent to four groups: (1) a national jury, composed of experts in the training of aides in the Migrant Project; (2) administrators; (3) teachers; and (4) aides in the New Mexico Migrant Project.

All six hypotheses were tested for significant mean differences for each of the twelve dependent variables. The statistical techniques employed were one-way analysis of variance and Duncan's Multiple Range Test. Where significant differences were discovered in the analysis of variance, Duncan's Multiple Range Test was used as a post-hoc comparison to test the hypotheses of this study. The hypotheses were as follows:

1. There is no significant difference between administrators and aides in perceptions of aides' functions.
2. There is no significant difference between teachers and aides in perceptions of aides' functions.

3. There is no significant difference between administrators and teachers in perceptions of aides' functions.
4. There is no significant difference between the national jury and teachers in perceptions of aides' functions.
5. There is no significant difference between the national jury and aides in perceptions of aides' functions.
6. There is no significant difference between the national jury and administrators in perceptions of aides' functions.

Following are the results of the analyses of the data. Table 1 on page 58 provides a summary of the results of the study in regard to the rejection or non-rejection of the stated hypotheses. The table illustrates the manner in which the data were treated. In keeping with the hypotheses, there were utilized six pairs of contrastive independent variables for each dependent variable, an aide's function. The table lists six dependent variables which were employed for each of the two Likert Scales. Thus, the results are presented for thirty-six comparisons for each scale, or a total of seventy-two comparisons.

Twelve one-way analyses of variance were performed. Six of these analyses pertained to perceptions of appropriateness of aides' functions as these are categorized on page 123 in Appendix C. The other six analyses were concerned with perceptions of frequency of occurrence of functions listed on page 124 in Appendix C. Duncan's Multiple Range Test was applied in four instances where one-way analysis of variance uncovered significant differences.

TABLE 1

SIGNIFICANT DIFFERENCES IN PERCEPTIONS OF AIDES' FUNCTIONS*

Contrastive Independent Variables	Dependent Variables: School-Community Liaison	Instructional	Clerical	Monitorial	Bilingual	Professional Development
Administrators Aides						
Teachers Aides						
Administrators Teachers					X	X
National Jury Teachers	X			0	X	X
National Jury Aides	X			0	X	X
National Jury Administrators	X			0	X	X

* - Significance at .05 level.
X - Perceptions of appropriateness.
0 - Perceptions of frequency.

Perceptions of Appropriateness

School-Community Liaison Functions

A significant difference was discovered among groups in their perceptions of the aides' school-community liaison functions regarding appropriateness. In Table 2 are presented the results of one-way analysis of variance. An F-value of 6.79 surpassed the indicated critical value of 2.60, demonstrating the need to examine the means to determine specifically where the significant differences existed.

TABLE 2

ANALYSIS OF VARIANCE OF AIDES' SCHOOL-COMMUNITY LIAISON FUNCTIONS (APPROPRIATENESS)

Source of Variation	Degrees of Freedom	Sums of Squares	Mean Squares	F-Value
Groups[a]	3	3.08	1.03	6.79*
Error	247	37.30	.15	
Total	250	40.38		

[a]Groups: administrators, teachers, aides, and national jury.
*Significant at the .05 level; critical value = 2.60.

In Appendix C, Table 25, are found data which were utilized to obtain the results of the analysis of variance reported in Table 2.

Employing Duncan's Multiple Range Test, significant differences were found to exist between responses of the following groups: national jury and teachers; national jury and aides; and national jury and administrators. In Table 3 are found comparisons of the identified groups.

Possible scoring was from one to four points. The lowest score indicated the most agreement with the items concerning perceptions of the appropriateness of aides' school-community liaison functions. The national jury's mean score of 1.78 was significantly lower than the means for administrators, aides and teachers--groups whose mean scores reflected progressively less acceptance of functions.

Hypotheses four, five, and six were rejected where appropriateness was concerned in reference to the aides' school-community liaison functions. The rejected hypotheses are identified in summary form on page 58, Table 1.

TABLE 3

COMPARISONS OF MEANS OF PERCEPTIONS OF AIDES' SCHOOL-COMMUNITY LIAISON FUNCTIONS (APPROPRIATENESS)

Groups	National Jury	Administrators	Aides	Teachers
Means	1.78	2.15	2.22	2.27

*Underlining implies the associated means do not differ significantly from each other at the .05 level.

Instructional Functions

No significant differences were found among groups in relation to appropriateness concerning perceptions of the aides' instructional functions. Results are reported in Table 4. An F-value of 1.89 was below the critical value of 2.60 at the .05 level of significance. Post-hoc tests were not indicated. Not one of the six hypotheses was rejected for this category.

TABLE 4

ANALYSIS OF VARIANCE OF AIDES' INSTRUCTIONAL FUNCTIONS (APPROPRIATENESS)

Source of Variation	Degrees of Freedom	Sums of Squares	Mean Squares	F-Value
Groups[a]	3	.49	.16	1.89
Error	247	21.61	.08	
Total	250	22.10		

[a]Groups: administrators, teachers, aides, and national jury.

Data in Appendix G, Table 26, were employed to obtain the results found in Table 4.

Clerical Functions

In reference to appropriateness, no significant differences were revealed concerning perceptions of the aides' clerical functions. The results of one-way analysis of variance are found in Table 5. An F-value of 1.50, below the indicated critical value of 2.60 at the .05 level, was revealed. No additional tests were indicated. Thus, not one of the six hypotheses was rejected for this category.

TABLE 5

ANALYSIS OF VARIANCE OF AIDES' CLERICAL FUNCTIONS (APPROPRIATENESS)

Source of Variation	Degrees of Freedom	Sums of Squares	Mean Square	F-Value
Groups[a]	3	.44	.14	1.50
Error	247	24.27	.10	
Total	250	24.71		

[a]Groups: administrators, teachers, aides, and national jury.

In Appendix G, Table 27, are found the data which were utilized to obtain the results of the analysis of variance reported in Table 5.

Monitorial Functions

With appropriateness under consideration, perceptions of the aides' monitorial functions were scrutinized through the use of analysis of variance. The results of this analysis are shown in Table 6. An F-value of 2.19 was found. This value approached the critical value of 2.60 at the .05 level of significance. However, additional tests were not indicated. Therefore, the six hypotheses were not rejected for this category.

TABLE 6

ANALYSIS OF VARIANCE OF AIDES' MONITORIAL FUNCTIONS (APPROPRIATENESS)

Source of Variation	Degrees of Freedom	Sums of Squares	Mean Squares	F-Value
Groups[a]	3	.94	.31	2.19
Error	247	35.23	.14	
Total	250	36.17		

[a]Groups: administrators, teachers, aides, and national jury.

Data in Appendix G, Table 28, were utilized to obtain the results presented in Table 6.

Bilingual Functions

A significant difference was found between groups as to the appropriateness of the aides' bilingual functions. An F-value of 3.02, above the indicated critical value of 2.60, was discovered through the use of analysis of variance. The results of this analysis are presented in Table 7. Additional tests were indicated by the initial analysis.

TABLE 7

ANALYSIS OF VARIANCE OF AIDES' BILINGUAL FUNCTIONS (APPROPRIATENESS)

Source of Variation	Degrees of Freedom	Sums of Squares	Mean Square	F-Value
Groups[a]	3	1.64	.54	3.02*
Error	247	44.87	.18	
Total	250	46.51		

[a]Groups: administrators, teachers, aides, and national jury.
*Significant at the .05 level; critical value = 2.60.

Data in Appendix G, Table 29, were employed to obtain the results shown in Table 7.

Subsequently, Duncan's Multiple Range Test was performed on the data obtained. This post-hoc test disclosed significant differences between the following groups: administrators and teachers; national jury and aides; national jury and teachers; and national jury and administrators. Results obtained through the use of Duncan's Multiple Range Test are shown in Table 8.

The data are arranged with most positive score on the left and the least positive score on the right. Each item was scored from one to four. The national jury had the lowest mean score, 1.74, indicating the greatest acceptance of aides' functions. Administrators, aides, and teachers responded with progressively decreasing acceptance of aides' functions. Thus, hypotheses three, four, five, and six were rejected with respect to perceptions regarding appropriateness of aides' bilingual functions. A summary of these results appears in Table 1, page 58.

TABLE 8

COMPARISONS OF MEANS OF PERCEPTIONS
OF AIDES' BILINGUAL FUNCTIONS
(APPROPRIATENESS)

Groups	National Jury	Administrators	Aides	Teachers
Means	1.74	1.93	1.96	2.06*

*Underlining implies the associated means do not differ significantly from each other at the .05 level.

Professional Development Functions

An F-value of 5.84 was disclosed when perceptions were compared of the appropriateness of aides' professional development functions. The data from this analysis appear in Table 9. Additional tests were indicated by the initial analysis.

TABLE 9

ANALYSIS OF VARIANCE OF AIDES' PROFESSIONAL DEVELOPMENT FUNCTIONS (APPROPRIATENESS)

Source of Variation	Degrees of Freedom	Sums of Squares	Mean Squares	F-Value
Groups[a]	3	2.04	.68	5.84*
Error	247	28.67	.11	
Total	250	30.71		

[a]Groups: administrators, teachers, aides, and national jury.
*Significant at the .05 level; critical value = 2.60.

Data in Appendix G, Table 30, were employed to obtain the results found in Table 9.

Pairs of means were compared through the use of Duncan's Multiple Range Test. Results of this test are found in Table 10. Significant differences were uncovered between these groups: national jury and teachers; national jury and administrators; national jury and aides; and administrators and teachers.

The lower the mean score, the higher was the acceptance of the aides' functions. Of the four groups, the national jury displayed the highest degree of acceptance of the aides' functions. This greater acceptance was evidenced by a mean score of 1.63, out of a possible range from one to four. Administrators, aides, and teachers responded with increasingly less acceptance.

Hypotheses one and two were not rejected concerning perceptions of the appropriateness of the aides' professional development functions. Hypotheses three, four, five, and six were rejected in this instance. A summary of these results appears in Table 1, page 58.

TABLE 10

COMPARISON OF MEANS OF PERCEPTIONS OF AIDES' PROFESSIONAL DEVELOPMENT FUNCTIONS (APPROPRIATENESS)

Groups	National Jury	Administrators	Aides	Teachers
Means	1.63	1.89	1.97	2.01

*Underlining implies the associated means do not differ significantly from each other at the .05 level.

Perceptions of Frequency

School-Community Liaison Functions

An F-value of 2.18 showed that there were no significant differences between groups when comparing perceptions of the frequency of occurrence of the aides' school-community liaison functions. The results of the analysis of variance are shown in Table 11. The six hypotheses were not rejected for this category. Hence, no post-hoc tests were indicated.

TABLE 11

ANALYSIS OF VARIANCE OF AIDES' SCHOOL-COMMUNITY LIAISON FUNCTIONS (FREQUENCY)

Source of Variation	Degrees of Freedom	Sums of Squares	Mean Square	F-Value
Groups[a]	3	2.30	.77	2.18
Error	247	87.14	.35	
Total	250	89.44		

[a]Groups: administrators, teachers, aides, and national jury.

Data in Appendix G, Table 31, were utilized to obtain the results shown in Table 11.

Instructional Functions

No significant differences were found between groups in their perceptions of the frequency of occurrence of the aides' instructional functions. An F-value of 1.36 was below the critical value of 2.60 required to determine significant differences at the .05 level. These data appear in Table 12. Additional tests were not indicated and the six hypotheses were not rejected in this instance.

TABLE 12

ANALYSIS OF VARIANCE OF AIDES' INSTRUCTIONAL FUNCTIONS (FREQUENCY)

Source of Variation	Degrees of Freedom	Sums of Squares	Mean Square	F-Value
Groups[a]	3	.72	.24	1.36
Error	247	43.72	.14	
Total	250	44.44		

[a]Groups: administrators, teachers, aides, and national jury.

Data in Appendix G, Table 32, were employed to obtain the results presented in Table 12.

Clerical Functions

An F-value of 1.11 was ascertained for data concerning the groups' perceptions as to the frequency of occurrence of the aides' clerical functions. Since the critical value of 2.60 at the .05 level of significance was not reached, no significant differences were detected. Consequently, the six hypotheses were not rejected for this category. Additional tests were not indicated. Pertinent data from this analysis are presented in Table 13.

TABLE 13

ANALYSIS OF VARIANCE OF AIDES' CLERICAL FUNCTIONS (FREQUENCY)

Source of Variation	Degrees of Freedom	Sums of Squares	Mean Square	F-Value
Groups[a]	3	.68	.23	1.11
Error	247	50.52	.20	
Total	250	51.20		

[a]Groups: administrators, teachers, aides, and national jury.

Data in Appendix G, Table 33, were utilized to obtain the results displayed in Table 13.

Monitorial Functions

A significant difference was discovered between groups regarding perceptions of the frequency of occurrence of the aides' monitorial functions. An F-value of 6.28 was well above the critical value of 2.60 required to establish significance. Data for this analysis appear in Table 14. Post hoc tests were indicated by the data.

TABLE 14

ANALYSIS OF VARIANCE OF AIDES' MONITORIAL FUNCTIONS (FREQUENCY)

Source of Variation	Degrees of Freedom	Sums of Squares	Mean Square	F-Value
Groups[a]	3	5.13	1.71	6.28*
Error	247	67.30	.27	
Total	250	72.43		

[a]Groups: administrators, teachers, aides and national jury.
*Significant at the .05 level; critical value = 2.60.

Data in Appendix G, Table 34, were employed to obtain the results shown in Table 14.

Comparisons of means were accomplished through the use of Duncan's Multiple Range Test. Results are displayed in Table 15. Significant differences were discovered between these groups: national jury and administrators; national jury and aides; and national jury and teachers. The national jury had the lowest mean score, 2.07, with items being scored from one to four. The lower the score, the more frequently functions of aides were perceived as occurring.

Hypotheses one, two, and three were not rejected in reference to perceptions of the frequency of occurrence of the aides' monitorial functions. Hypotheses four, five, and six were rejected. A summary of these results appears in Table 1, page 58.

TABLE 15

COMPARISON OF MEANS OF PERCEPTIONS OF AIDES' MONITORIAL FUNCTIONS (FREQUENCY)

Groups	National Jury	Administrators	Aides	Teachers
Means	2.07	2.63	2.69	2.70

*Underlining implies the associated means do not differ significantly from each other at the .05 level.

Bilingual Functions

No significant differences were discovered between groups with reference to perceptions of the frequency of occurrence of the aides' bilingual functions. An F-value of 1.11 was below a critical value of 2.60 at the .05 level of significance. Therefore, the six hypotheses were not rejected for this category. No additional tests were indicated. Data for this analysis of variance are found in Table 16.

TABLE 16

ANALYSIS OF VARIANCE OF AIDES' BILINGUAL FUNCTIONS (FREQUENCY)

Source of Variation	Degrees of Freedom	Sums of Squares	Mean Square	F-Value
Groups[a]	3	1.25	.42	1.11
Error	247	92.88	.38	
Total	250	94.13		

[a]Groups: administrators, teachers, aides, and national jury.

Data in Appendix G, Table 35, were used to acquire the results disclosed in Table 16.

Professional Development Functions

Significant differences were not found between groups concerning perceptions of the frequency of occurrence of the aides' professional development functions. An F-value of 1.05 was disclosed, which was below the critical value of 2.60 at the .05 level of significance indicated in this study. Hence, the six hypotheses were not rejected for this category. Additional tests were not indicated. Data for this analysis of variance are listed in Table 17.

TABLE 17

ANALYSIS OF VARIANCE OF AIDES' PROFESSIONAL DEVELOPMENT FUNCTIONS (FREQUENCY)

Source of Variation	Degrees of Freedom	Sums of Squares	Mean Square	F-Value
Groups[a]	3	.93	.31	1.05
Error	247	73.32		
Total	250	74.25		

[a]Groups: administrators, teachers, aides, and national jury.

Data in Appendix G, Table 36, were employed to obtain the results which appear in Table 17.

Summary of the Testing of the Hypotheses

Hypothesis 1

There is no significant difference between administrators and aides in perceptions of aides' functions.

No significant differences were found between administrators and aides in perceptions of aides' functions. Hypothesis one was not rejected regarding appropriateness and frequency of occurrence of all six functions categorized in this study.

Hypothesis 2

There is no significant difference between teachers and aides in perceptions of aides' functions.

Significant differences were not uncovered between teachers and aides in perceptions of aides' functions. Hypothesis two was not rejected in respect to appropriateness and frequency of occurrence of all six functions listed in this study.

Hypothesis 3

There is no significant difference between administrators and teachers in perceptions of aides' functions.

Significant differences were not disclosed between administrators and teachers in perceptions of aides' functions in regard to appropriateness in these categories: school-community liaison, instructional, clerical, and monitorial. Hypothesis three was not rejected in these four instances.

Significant differences were revealed between administrators and teachers in perceptions of aides' bilingual and professional development functions in reference to appropriateness. Hypothesis three was rejected for these two categories.

No significant differences were discovered between administrators and teachers in perceptions of six aides' functions related to frequency of occurrence. Hypothesis three was not rejected in these six cases.

Hypothesis 4

There is no significant difference between the national jury and teachers in perceptions of aides' functions.

No significant differences were ascertained between the national jury and teachers with regard to appropriateness. Hypothesis four was not rejected for the following aides' functions: clerical, instructional, and monitorial.

Between the national jury and teachers, significant differences were detected under appropriateness pertaining to these aides' functions: school-community liaison, bilingual, and professional development. Hypothesis four was rejected for these four categories.

No significant differences were found between the national jury and teachers concerning frequency of occurrence of these aides' functions: school-community liaison, professional development, clerical, instructional, and bilingual. Hypothesis four was accepted in these five cases.

A significant difference was found between the national jury and teachers in conjunction with frequency of occurrence of the aides' monitorial functions. Hypothesis four was rejected for this category.

Hypothesis 5

There is no significant difference between the national jury and aides in perceptions of aides' functions.

No significant differences were uncovered between the national jury and aides pertaining to appropriateness regarding these aides' functions: instructional, clerical, and monitorial. Hypothesis five was not rejected for these categories.

Significant differences were revealed between the national jury and aides with respect to appropriateness of these aides' functions: school-community liaison, bilingual, and professional development. Accordingly, hypothesis five was rejected in these cases.

No significant differences were disclosed between the national jury and aides as to frequency of occurrence of these aides' functions: school-community liaison, instructional, clerical, bilingual, and professional development. Hypothesis five was not rejected in these five cases.

A significant difference was discovered between the national jury and aides in regard to frequency of occurrence of the aides' monitorial functions. Hypothesis five was rejected in this case.

Hypothesis 6

There is no significant difference between the national jury and administrators in perceptions of aides' functions.

No significant differences were ascertained between the national jury and administrators in reference to appropriateness concerning these aides' functions: instructional, clerical, and monitorial. Hypothesis six was not rejected for these three categories.

Significant differences were detected between the national jury and administrators in relation to appropriateness regarding these aides' functions: school-community liaison, bilingual, and professional development. Hypothesis six was rejected in three instances.

No significant differences were found between the national jury and administrators concerning frequency of occurrence of these aides' functions: school-community liaison, instructional, clerical, bilingual, and professional development. Hence, hypothesis six was not rejected for these five categories.

A significant difference was discerned between the national jury and administrators in connection with frequency of occurrence of the aides' monitorial functions. Hypothesis six was rejected for this category.

Table 1, page 58 lists significant differences discovered in this study. The table also serves to identify and summarize the rejection of hypotheses.

Supplementary Data

Scoring Patterns

Members of the national jury consistently indicated a greater acceptance of aides' functions as ascribed in this study. Data are presented in Table 18. The largest divergence in perceptions was found to be between members of the national jury and teachers. Members of the national jury consistently had the lowest scores, indicating a greater acceptance of aides' functions as these appeared in the questionnaire. The New Mexico Migrant Project personnel's scores were clustered toward the more negative side of the score spectrum, i.e., toward four. Visual inspection of tabulations, found in Appendix G, Tables 25 through 36, appears to bear out this tendency in scoring patterns.

Biographical Data

Respondents to the questionnaire also provided biographical data about themselves. On Table 19, pages 82 to 84 a summary of these data appears. The men were more numerous among administrators and jury, while women predominated among teachers and aides. More administrators and aides claimed to live in the school neighborhood than did teachers. Only twenty-five respondents stated they had been migrant farm workers. One hundred and three respondents did not indicate speaking a language other than English. Ninety-eight responses were not obtained in reference to a reading knowledge of a language other than English.

2 OF 3

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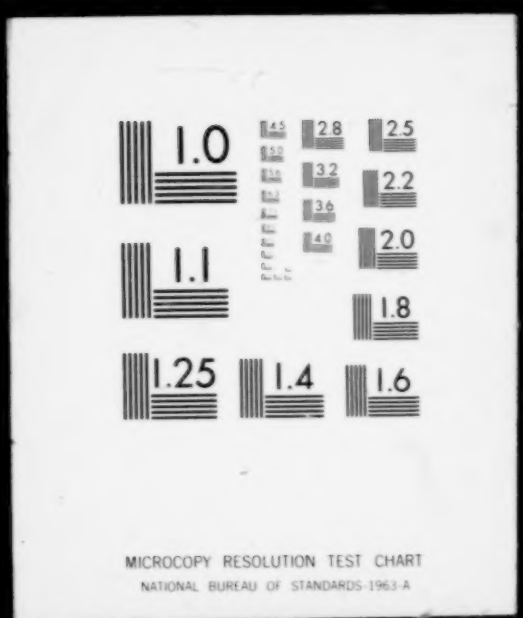

Spanish-surnamed Americans were most prevalent among aides. More respondents classified themselves as being in their present position for only one year than in any other time classification. The highest academic achievement, past the master's level, was reached by more than half of the national jury members.

TABLE 18

GROUP MEANS FOR CATEGORIES OF AIDES' FUNCTIONS WHERE SIGNIFICANT DIFFERENCES WERE FOUND

Groups	School-Community Liaison Functions (Appropriateness)	Bilingual Functions (Appropriateness)	Professional Development Functions (Appropriateness)	Monitorial Functions (Frequency)
National Jury	1.78	1.74	1.63	2.07
Administrators	2.15	1.93	1.89	2.63
Aides	2.22	1.96	1.97	2.69
Teachers	2.27	2.06	2.01	2.70

TABLE 19

SUMMARY OF RESPONDENTS' BIOGRAPHICAL DATA

Items	Administrators	Teachers	Aides	National Jury
1. Position held.	79	76	82	14
2. Sex.				
a. Male	75	8	2	11
b. Female	4	68	79	3
c. No answer			1	
3. Live in school neighborhood.				
a. Yes	58	34	52	7
b. No	21	42	28	7
c. No answer			2	
4. Former migrant farm worker.				
a. Yes	11	4	7	3
b. No	68	66	68	11
c. No answer		6	7	
5. Speak:				
a. An American Indian language	1	1	1	0
b. Spanish	32	33	61	7
c. French	1	1	0	1
d. Other language	8	0	0	1
e. No answer	37	41	20	5

TABLE 19 (continued)

Items	Administrators	Teachers	Aides	National Jury
6. Read:				
a. An American Indian language			1	
b. Spanish	33	35	56	7
c. French		1	1	1
d. Other language	7			1
e. No answer	39	40	24	5
7. Are:				
a. American Indian	1	2	1	
b. Negro	5	2	1	
c. Oriental	1	2	0	
d. Spanish-surnamed American	17	12	56	6
e. Other	46	51	17	8
f. No answer	9	7	7	
8. Time in present position.				
a. 1 year	24	21	34	1
b. 2 years	6	6	27	
c. 3 years	4	7	11	3
d. 4-5 years	11	5	7	3
e. 6-10 years	16	15	1	5
f. 11-15 years	10	9		
g. 16-20 years	5	3		2
h. 21-25 years		4		
i. Over 25 years	3	6		
j. No answer			2	

TABLE 19 (continued)

Items	Administrators	Teachers	Aides	National Jury
9. Academic attainment.				
a. High school diploma or G.E.D.			76	
b. B. A.	3	60	5	1
c. M. A.	69	15	1	5
d. Ed. S., Ed. D., or Ph. D.	7	1		8

CHAPTER IV

Summary, Conclusions, Discussion, and Recommendations

The purpose of this chapter is to present: (1) a summary of the study; (2) conclusions which may be drawn; (3) a discussion on the needs of agricultural migrant students and the results of the survey, and articulating functions to aides with state and federal guidelines; and (4) recommendations.

Summary

Purpose

The study was designed to produce pertinent data concerning perceptions of the functions of aides in the New Mexico Migrant Project. The study focused on: (1) surveying the perceptions of school administrators, teachers, and aides concerning the functions of aides who are assigned to work with Mexican American agricultural migrant students in New Mexico; (2) comparing the results of the survey with documented needs of said students; (3) articulating functions heretofore not ascribed to teacher aides within the framework of guidelines from the New Mexico State Department of Education and the National Migrant Project; (4) making formal recommendations based on the findings of the study to the New Mexico State Department of Education, the New Mexico Migrant Project, and the National Migrant Project.

Design

The study included three phases. Phase I consisted of the development of an original questionnaire. The items contained in the questionnaire were classified into six categories of aides' functions for each of the two Likert Scales which appeared on either side of the items. The six categories were identical for both scales: (1) school-community liaison; (2) instructional; (3) clerical; (4) monitorial; (5) bilingual; and (6) professional development. One scale pertained to perceptions of the appropriateness of aides' functions. The second scale was concerned with perceptions of the frequency of occurrence of those functions. The researcher's doctoral committee and six public school administrators initially responded to the questionnaire, which was then revised. In Phase II, fourteen educators, designated as a national jury, replied to the questionnaire. Phase III consisted of the tabulation of responses on the final questionnaire from the New Mexico Migrant Project personnel in the thirty-seven school districts which utilized aides. Data were ordered from questionnaires from 251 respondents; 79 administrators; 76 teachers; 82 aides; and 14 members of the national jury. The survey data were then subjected to statistical analyses which consisted of one-way analysis of variance and Duncan's Multiple Range Test.

Results

No significant differences were discovered in any of the

six categories regarding perceptions of aides' functions between: administrators and aides; and teachers and aides. Significant differences were found between administrators and teachers as to the appropriateness of aides' bilingual and professional development functions. National jury members disagreed significantly with administrators, teachers, and aides as to the appropriateness of aides' school-community, bilingual, and professional development functions. The three categories of school personnel also expressed significant differences with national jury members concerning perceptions of the frequency of occurrence of aides' monitorial functions. A consistent pattern of positiveness in scoring was demonstrated with national jury members indicating the strongest acceptance of aides' functions. Administrators, aides, and teachers followed in that order.

Conclusions

Conclusions derived from this study should be considered in light of the assumptions and limitations stated in Chapter I. These assumptions and limitations were as follows.

Assumptions underlying this study were that: (1) the New Mexico State Department of Education identified those school districts within the state which employed aides in the New Mexico Migrant Project; (2) there was sufficient response to the final questionnaire because of support generated for the study by the New Mexico State Department of Education; (3) data gathered through the questionnaire

were correct; and (4) the multiple sources identified supplied accurate information pertaining to the functions of aides in educational programs for agricultural migrant children.

The scope of this study was limited to: (1) academic year 1971-1972; (2) administrators, teachers and aides in the Migrant Project in the state of New Mexico; (3) information which the New Mexico State Department of Education and the thirty-seven participating school districts which employed aides were able to supply through the questionnaire evolved by the writer; (4) the number of questions directed to the respondents; (5) the quality and construction of the questionnaire; and (6) the availability of related literature.

1. Compared to administrators, aides, and teachers, the national jury, by its significantly stronger acceptance of the appropriateness of aides' school-community liaison and bilingual functions, demonstrated its greater disposition to integrate positively cultural and linguistic differences in the pluralistic education of ethnic minority agricultural migrant students.
2. Compared to administrators, aides, and teachers, the national jury, by its significantly greater acceptance of the appropriateness of aides' professional development functions, demonstrated the greatest willingness to accept the aides' position with desirable career

development potential, to render better services to agricultural migrant students through differentiated staffing.

3. The national jury, by reporting perceiving aides' monitorial functions as occurring at a frequency which was significantly higher than reported by administrators, aides and teachers, evidenced an outsider's viewpoint, which may be invalid when the school staff on site disagrees.
4. Compared to teachers, administrators, by their significantly greater acceptance of the appropriateness of aides' bilingual functions, evidenced their greater willingness to incorporate the agricultural migrant students' home language in school settings and acknowledging a need for a pluralistic approach in the education of these students.
5. Compared to teachers, administrators, by their significantly stronger scores in favor of the appropriateness of aides' professional development functions, demonstrated their greater readiness to accept the aides' position as one with desirable career development potential for differentiated staffing patterns.
6. The lack of significant dissonance in 58 out of 72 comparisons of perceptions of aides' functions indicated that aides' functions were generally accepted by the

national jury, administrators, aides, and teachers, as to their appropriateness and the frequency of their occurrence.

Discussion

Comparison Between Students' Needs and Results of the Survey

The major objective of the Migrant Project is the improvement of the agricultural migrant students' "academic progress" and "general welfare." It would appear that in New Mexico, given these students' distinct economic, cultural and linguistic backgrounds, close ties between the students' home and the school would be prized by school personnel. However, it was the members of the national jury, those survey respondents who experienced the least direct contact with these students, who indicated the strongest acceptance of the appropriateness of aides' school-community liaison functions. There are several interpretations of the national jury's response. Its members represented a geographic cross-section of the country. In the main, they had more extensive training than school personnel. As consultants, jury members have had wider opportunities to see commonalities of aides' functions.

While members of the national jury may be more knowledgeable concerning major needs of agricultural migrant students in a given region or across the nation, teachers are usually more informed regarding the academic needs of the children in their charge. Infused

into the literature concerning agricultural migrant students' needs are acknowledgements of an urgency to improve health care, nutrition, housing, and working conditions, as well as academic instruction. In contrast, past training of school personnel focused on the teaching of prescribed curriculum. Little, if any, attention was given, either by teacher training institutions or by school districts, to the schools' role in dealing with health, socio-cultural, and psycho-personal concerns. In essence, teacher training institutions and school districts, by acts of omission, tended to infer that the burden to change was primarily the students.

A review of government documents revealed a repeatedly stated need for agricultural migrant students to improve their language skills. Results of the survey indicated that members of the national jury were significantly more amenable toward perceiving as appropriate bilingual functions of aides. A possible interpretation of the school personnel's more negative responses is that in the Southwest bilinguality is frequently considered a hinderance, rather than an asset, when the school attempts to teach English to Spanish-speaking students.

While professional literature concerning aides stressed the need to institutionalize aides' functions, public school respondents lagged significantly behind the national jury in perceiving as appropriate the professional development functions included in the survey. In the past, public schools have been staffed primarily by certificated members of the dominant society, thereby becoming the

principal vehicle for the transmission of Anglo-oriented values among ethnic minority students. Principally through federal impetus, in recent years monies have been made available to hire paraprofessionals to assist in the improvement of education for the children of the poor. It has been largely up to each school district how much stress has been placed on aides' professional development functions and on the selection of indigenous aides. The uncertainty of funding has been a deterrent to planning and implementation of long-range programs for recruitment and in-service training of aides to meet better the needs of agricultural migrant students.

Articulating Functions for Aides with State and Federal Guidelines

Functions presently ascribed to aides in New Mexico need to be reconciled with state and federal guidelines concerning the utilization of aides in the Migrant Project. State guidelines declare that aides are to be restricted to performing non-instructional functions. The survey revealed that aides were actually expected to, and did, perform a wide variety of functions, including instructional functions. Federal enabling legislation states that the Migrant Project is to foster the "academic progress" and "general welfare" of agricultural migrant students. The survey revealed that aides frequently functioned more directly as teachers' aides rather than concentrating their attention on the students themselves. An interpretation of this occurrence may be in the divergence among school districts in ascribing functions to aides. Another view

might be that in lieu of a written state and federal philosophy having to do with acculturation versus cultural democracy, school districts were wont to expand on established practices, rather than re-evaluate aides' functions in an effort to build upon the students' cultural and linguistic strengths.

Even in the categories where significant differences were found, aides' functions were generally accepted as appropriate in nature and as occurring with varying frequency. It may be argued that in practice, aides' functions need to be differentiated as to the aides' level of training and proficiency. It would be impossible for an aide to carry out all the functions ascribed in the questionnaire. While generally accepted by respondents, these functions would need to be distributed among differentiated staff members: bilingual teachers; community liaison aides; and bilingual instructional aides.

Recommendations

1. New Mexico Migrant Project personnel should receive in-service training concerning national and state guidelines under which the Project operates so that the need for a greater acceptance of cultural and linguistic differences may be understood and fulfilled. In the interest of developing greater inter-cultural awareness and acceptance among school personnel, group sessions should be regularly scheduled with parents, aides,

teachers and administrators in attendance. It is essential that all school personnel learn from parents the families' frustrations, dreams, and views on instructional priorities.

2. In-service training should be instituted for administrators, teachers and aides in the improvement of education for agricultural migrant children through a joint understanding of potential benefits to students, aides and schools, by enhancing the professional development of Migrant Project aides. Differentiated staffing responsibilities should be explained simultaneously to all Migrant Project personnel in a given school district.
3. Through in-service training, administrators should orient and guide teachers toward a greater understanding and acceptance of the agricultural migrant students' home language in school settings. If the teacher is not fully bilingual and bicultural, by virtue of either background or intensive and prolonged training, bilingual-bicultural aides should be hired to provide for the students a greater measure of psychological comfort as well as to make use of the fund of concepts these students have in their own home language.
4. Since no significant dissonance was revealed among respondents in 58 out of 72 comparisons of aides' functions,

a graduated scale of aides' functions should be developed so that aides might add to their expertise in a gradual and orderly fashion, their supervision and training may be more clearly defined, and fewer functions may be ascribed to an aide at a given time. Preferred competencies for aides should be identified and ordered in ascending degrees of responsibility according to the aides' ever-increasing level of academic and in-service training and years of experience. Administrators should meet with appropriate representatives from the New Mexico State Department of Education and teacher training institutions to evolve jointly a framework of differentiated staff competencies in keeping with state and national projections concerning the professional development of aides.

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APPENDIXES

APPENDIX A

MEMORANDUM OF AUTHORIZATION

MEMORANDUM REQUESTING COOPERATION

STATE OF NEW MEXICO

DEPARTMENT OF EDUCATION — EDUCATION BUILDING

SANTA FE - 87501

April 28, 1972

LEONARD J. DE LAYO
SUPERINTENDENT OF PUBLIC INSTRUCTION

MEMORANDUM

TO: Title I Migrant Coordinators

FROM: Jacob D. Martinez, Director
Title I Migrant Program

SUBJ: Title I Migrant Questionnaire

Your cooperation in answering the Migrant Questionnaire from Mrs. Alma Barba is most appreciative.

If you have any questions in regard to this form, do not hesitate to contact Mrs. Alma Barba. Thank you for your cooperation.

JDM:ms

I, P.H. Barck, certify that to the best of my knowledge, the data requested above is not available in retrievable form within the State Department of Education.

Signed P.H. Barck 4/28/72
Chairman, Research Development Division

DEPARTMENT OF EDUCATION

STATE OF NEW MEXICO

SANTA FE

Memo

April 10, 1972

TO: Migrant Contact Person

FROM: Jacob D. Martinez, Director
Title I Migrant Program

I would appreciate your cooperation in the distribution of the enclosed materials.

Thank you.

JDM

ms

enclosure

APPENDIX B

QUESTIONNAIRE

APPENDIX B

SURVEY OF EDUCATION AIDE FUNCTIONS
1971-1972

Instructions to administrators, teachers and aides: Please mark one answer on each aide which comes the nearest to your perception of the functions of aides in the New Mexico Migrant Project. Your response is requested and appreciated.

Mrs. Alma A. Barba, Area I Director
New Mexico Migrant Project
Las Cruces Schools

Do you believe this should happen?					How often do you believe this happens?			
Strongly Agree	Agree	Disagree	Strongly Disagree	The Aide:	Usually	Often	Seldom	Never
				1. Develops a closer relationship between school and neighborhood attendance area. *126.				
				2. Visits the homes of migrant students. 127.				
				3. Assists with physical education activities under direct supervision. 128.				
				4. Supervises lunch rooms, hallways and restrooms. 129.				
				5. Maintains the Migrant Student Record Transfer System. 130.				
				6. Duplicates teacher-prepared materials. 131.				
				7. Uses audiovisual equipment. 132.				
				8. Produces bilingual instructional aides for migrant students' use. 133.				

*Numbers 126 through 250 refer to Likert Scale on the right.

PLEASE MARK BOTH SIDES

Strongly Agree	Agree	Disagree	Strongly Disagree	The Aide:	Usually	Often	Seldom	Never
				9. Uses the students' home language as needed with migrant students. 134.				
				10. Produces audiovisual materials. 135.				
				11. Performs playground duties. 136.				
				12. Prepares bulletin boards under supervision. 137.				
				13. Accompanies teachers on home calls. 138.				
				14. Checks library lists. 139.				
				15. Tutors migrant students. 140.				
				16. Checks objective tests. 141.				
				17. Tutors migrant students without teacher's immediate supervision. 142.				
				18. Takes part in team teaching: planning, implementing and evaluating. 143.				
				19. Talks with parents in their own home language. 144.				
				20. Makes appointments for home calls for teachers. 145.				
				21. Disciplines students in a positive manner. 146.				
				22. Tutors small groups of migrant students in social studies. 147.				
				23. Goes on field trips with teachers and students. 148.				
				24. Administers teacher-made tests to individual students. 149.				
				25. Makes tape recordings in English for listening centers. 150.				

Strongly Agree	Agree	Disagree	Strongly Disagree	The Aide:	Usually	Often	Seldom	Never
				26. Encourages migrant parents to attend school board meetings. 151.				
				27. Uses positive reinforcement techniques, such as calling students by their names. 152.				
				28. Maintains log of activities for each migrant student tutored. 153.				
				29. Checks simply scored worksheets. 154.				
				30. Provides instructional support to teachers outside the Migrant Project. 155.				
				31. Makes visits to migrant homes to encourage attendance at regular school functions. 156.				
				32. Maintains planbooks for own use. 157.				
				33. Provides first aid for minor injuries. 158.				
				34. Talks to migrant parents about Adult Basic Education. 159.				
				35. Uses bilingual materials with bilingual migrant students. 160.				
				36. Helps in daily class planning. 161.				
				37. Interprets attendance laws to migrant parents. 162.				
				38. Attends faculty meetings when invited. 163.				
				39. Serves as an office clerk. 164.				
				40. Accompanies the school nurse on home calls. 165.				
				41. Mends books. 166.				

Strongly Disagree	Agree	Disagrees	Strongly Disagrees	The Aide:	Usually	Often	Seldom	Never
				42. Answers the phone at the school office. 167.				
				43. Provides written Spanish translations for school messages to migrant homes. 168.				
				44. Collects monies. 169.				
				45. Checks instructional supplies and materials. 170.				
				46. Listens to migrant students read. 171.				
				47. Cares for storage of students clothing. 172.				
				48. Arranges for classroom presentations of multi-cultural dances. 173.				
				49. Alerts teacher to special needs of individual migrant students. 174.				
				50. Gives demonstrations on local recipes. 175.				
				51. Maintains inventories of instructional materials. 176.				
				52. Weighs migrant students. 177.				
				53. Informs migrant families about local public recreation facilities. 178.				
				54. Assists the teacher with large groups. 179.				
				55. Arranges displays for interest centers. 180.				
				56. Reinforces health care instruction with migrant students. 181.				

Strongly Agree	Agree	Disagrees	Strongly Disagrees	The Aide:	Usually	Often	Seldom	Never
				57. Observes other classrooms on a scheduled basis. 182.				
				58. Arranges for presentations of multicultural crafts. 183.				
				59. Informs the nurse about doubtful water supplies. 184.				
				60. Alerts school personnel about possible migrant candidates for rehabilitation services. 185.				
				61. Speaks at eye level when working with a small group of students. 186.				
				62. Informs migrant families about free immunizations. 187.				
				63. Tells folktales to migrant students in their home language. 188.				
				64. Supervises students in daily cleanup of classrooms. 189.				
				65. Makes entries in anecdotal records. 190.				
				66. Arranges for classroom presentations of regional music by volunteers. 191.				
				67. Provides special encouragement to the non-English speaking migrant students. 192.				
				68. Controls heating and cooling in the classroom. 193.				
				69. Interprets to school personnel ethnic minority customs, such as attending funerals. 194.				
				70. Controls lighting in the classroom. 195.				

Strongly Agrees	Agrees	Disagrees	Strongly Disagrees	The Aide:	Usually	Often	Seldom	Never
				71. Reads to individual migrant students. 196.				
				72. Arranges field trips as directed by teacher. 197.				
				73. Translates for migrant parent-teacher interviews. 198.				
				74. Shares with teachers in-service training experiences such as cultural awareness workshops. 199.				
				75. Distributes milk to migrant students. 200.				
				76. Arranges for classroom presentation of multi-cultural drama. 201.				
				77. Contacts community agencies as directed by teacher. 202.				
				78. Assists male migrant students with electronics. 203.				
				79. Participates in long-range class planning. 204.				
				80. Measures height of migrant students. 205.				
				81. Talks to farm owners about the Migrant Project. 206.				
				82. Provides written translations of library books from English to the students' home language. 207.				
				83. Informs the teacher of relevant occurrences in the community. 208.				
				84. Arranges furniture at the direction of the teacher. 209.				
				85. Arranges for presentations of regional music, such as local guitarists. 210.				

Strongly Agree	Agree	Disagree	Strongly Disagree	The Aide:	Usually	Often	Seldom	Never
				86. Distributes snacks to migrant students. 211.				
				87. Uses language patterning to assist migrant students in learning English. 212.				
				88. Uses video-taping equipment. 213.				
				89. Transports migrant students for medical appointments. 214.				
				90. Informs migrant families about local medical facilities. 215.				
				91. Reviews and reinforces lessons. 216.				
				92. Maintains permanent records for migrant students. 217.				
				93. Translates test results for migrant parents. 218.				
				94. Provides written translations of library books from another language to English. 219.				
				95. Tutors groups of migrant students in modern math. 220.				
				96. Reads to migrant students in their home language. 221.				
				97. Assists female migrant students with sewing. 222.				
				98. Gives demonstrations on arts and crafts. 223.				
				99. Recruits students for the Migrant Project. 224.				
				100. Gives demonstrations on recipes from different parts of the country. 225.				

Strongly Agree	Agree	Disagree	Strongly Disagree	The Aide:	Usually	Often	Seldom	Never
				101. Checks vision of migrant students. 226.				
				102. Distributes school newsletter to migrant students. 227.				
				103. Attends curriculum meetings. 228.				
				104. Serves on community school advisory group for the Migrant Project. 229.				
				105. Transports migrant parents to school meetings as needed. 230.				
				106. Gathers free materials, such as cloth remnants from interested tax-payers. 231.				
				107. Performs errands outside school ground during working hours. 232.				
				108. Tutors individual migrant students in modern math. 233.				
				109. Provides reinforcement in developing handwriting skills. 234.				
				110. Gathers free materials for classroom use from civic organizations. 235.				
				111. Uses tape recording equipment as part of language training for migrant students. 236.				
				112. Prepares individual lesson plans under teacher supervision. 237.				
				113. Translates for counselors. 238.				
				114. Includes non-migrant students in tutoring sessions. 239.				

Strongly Agree	Agree	Disagree	Strongly Disagree	The Aide:	Usually	Often	Seldom	Never
				115. Assists migrant families during school registration. 240.				
				116. Reviews uses of dictionary with migrant students. 241.				
				117. Takes part in staff discussions of the migrant families needs, if called upon. 242.				
				118. Translates school regulations into migrant parents' home language. 243.				
				119. Supervises the arrival and departure of migrant children transported to school by bus. 244.				
				120. Informs migrant families about services by the local health agencies. 245.				
				121. Informs the school nurse about outbreaks of diseases. 246.				
				122. Encourages migrant parents to take vocational training. 247.				
				123. Reads to groups of migrant students. 248.				
				124. Explains needed health care to migrant mothers. 249.				
				125. Uses released time to attend teacher-preparatory classes. 250.				

Please mark what applies to you.

1. I am a (an): a. college professor ___ b. administrator ___
   c. teacher ___ d. aide ___
2. I am: a. male ___ b. female ___
3. I live in the school neighborhood. a. yes ___ b. no ___
4. I have been a migrant farm worker. a. yes ___ b. no ___
5. I speak an American Indian language (specify) a. _____
   b. Spanish ___ c. French ___ d. Other language _____
6. I read an American Indian language (specify) a. _____
   b. Spanish ___ c. French ___ d. Other language _____
7. I am: a. American Indian ___ b. Negro ___ c. Oriental ___
   d. Spanish-surnamed American ___ e. Other ___
   (This is similar to wording on school reports required by the U. S. Department of Health, Education and Welfare.)
8. I have held my present position for: a. 1 year ___
   b. 2 years ___ c. 3 years ___ d. 4-5 years ___
   e. 6-10 years ___ f. 11-15 years ___ g. 16-20 years ___
   h. 21-25 years ___ i. over 25 years ___
9. I have earned a: a. high school diploma ___ b. B.A. ___
   c. M.A. ___ d. Ed.S., Ph.D., or Ed.D. ___

Thank you very much for your time and thought.

APPENDIX C

DATA TABLES

TABLE 20

NUMBER OF QUESTIONNAIRES
EMPLOYED IN THE STUDY

Respondents	Questionnaires Sent	Questionnaires Returned	Questionnaires Utilized
Administrators	100	96	79
Teachers	115	106	76
Aides	119	108	82
National Jury	16	15	14
Total	350	325	251

TABLE 21

PERCENTAGES OF QUESTIONNAIRES
EMPLOYED IN THE STUDY

Respondents	Questionnaires Sent	Percentages of Questionnaires Returned	Percentages of Questionnaires Utilized
Administrators	100	96%	79%
Teachers	115	92%	67%
Aides	119	91%	69%
National Jury	16	94%	87%

TABLE 22

SURVEY RESPONSE ACCORDING TO SCHOOL DISTRICT

	Administrators		Teachers		Aides	
Questionnaire:	Sent	Returned	Sent	Returned	Sent	Returned
1. Albuquerque	3	3	2	2	4	4
2. Animas	1	1	1	1	1	1
3. Artesia	5	5	5	5	5	5
4. Carlsbad	4	4	5	5	4	4
5. Chama	2	2	1	1	2	1
6. Cuba	2	1	2	1	2	1
7. Deming	6	6	5	5	6	6
8. Dexter	2	2	2	2	1	1
9. Española	3	3	1	1	3	2
10. Estancia	2	2	1	1	1	1
11. Floyd	2	2	1	1	1	1
12. Ft. Sumner	2	2	1	1	1	1
13. Gadsden	5	5	13	12	13	12
14. Gallup	2	2	2	2	2	2
15. Grady	1	1	1	1	1	1
16. Hatch	3	3	6	6	4	4
17. Jemez	1	1	2	2	2	2
18. Lake Arthur	2	2	3	3	3	3
19. Las Cruces	12	9	23	21	23	20

TABLE 22 (continued)

Questionnaire:	Administrators		Teachers		Aides	
	Sent	Returned	Sent	Returned	Sent	Returned
20. Las Vegas City	2	2	2	2	2	2
21. Las Vegas West	1	1	1	0	1	1
22. Logan	2	2	1	1	1	1
23. Lordsburg	2	2	2	2	2	2
24. Melrose	2	2	1	1	1	1
25. Mora	1	1	2	0	2	0
26. Moriarty	3	3	3	3	4	4
27. Mosquero	1	1	2	2	1	1
28. Ojo Caliente	1	1	1	1	2	2
29. Peñasco	2	2	2	2	3	3
30. Portales	8	8	8	8	8	8
31. Ratón	3	3	3	3	3	3
32. San Jon	1	1	2	1	2	1
33. Texico	2	2	1	0	1	1
34. Truth or Consequences	2	2	2	2	2	2
35. Tucumcari	2	2	1	1	1	1
36. Tularosa	3	3	3	3	3	2
37. Vaughn	2	2	1	1	1	1
Totals:	100	96	115	106	119	108

TABLE 23

QUESTIONS PERTAINING TO CATEGORIES OF AIDES' FUNCTIONS PERCEPTIONS ON APPROPRIATENESS

(1) School Community Liaison	(2) Instructional	(3) Clerical	(4) Monitorial	(5) Bilingual	(6) Professional Development
1	3	5	4	8	18
2	7	6	11	9	32
13	15	10	33	19	36
20	17	12	47	35	38
26	21	14	52	43	49
31	22	16	64	63	57
34	23	25	68	73	74
37	24	28	70	82	79
40	27	29	75	93	103
48	30	39	80	94	112
53	46	41	84	96	117
58	50	42	86	113	125
59	54	44	101	118	
60	55	45	102		
62	56	51	119		
66	61	65			
69	67	92			
72	71				
76	78				
77	87				
81	88				
83	91				
85	95				
89	97				
90	98				
99	100				
104	108				
105	109				
106	111				
107	114				
110	116				
115	123				
120					
121					
122					
124					
Totals: 36	32	17	15	13	12

TABLE 24

QUESTIONS PERTAINING TO CATEGORIES OF AIDES' FUNCTIONS PERCEPTIONS ON FREQUENCY

(1) School Community Liaison	(2) Instructional	(3) Clerical	(4) Monitorial	(5) Bilingual	(6) Professional Development
126	128	130	129	133	143
127	132	131	136	134	157
138	140	135	158	144	161
145	142	137	172	160	163
151	146	139	177	168	174
156	147	141	189	188	182
159	148	150	193	198	199
162	149	153	195	207	204
165	152	154	200	218	228
173	155	164	205	219	237
178	171	166	209	221	242
183	175	167	211	238	250
184	179	169	226	243	
185	180	170	227		
187	181	176	244		
191	186	190			
194	192	217			
197	196				
201	203				
202	212				
206	213				
208	216				
210	220				
214	222				
215	223				
224	225				
229	233				
230	234				
231	236				
232	239				
235	241				
240	248				
245					
246					
247					
249					
Totals: 36	32	17	15	13	12

APPENDIX D

MEMBERS OF NATIONAL JURY

Dr. Garda Bowman, Program Analyst
Bank Street College of Education
New York City, New York

Mr. James Brunstein, Superintendent
Carlisle School
Somerton, Arizona

Mr. Bill Caperton, Director
Special Projects Unit
New Mexico State Department
of Education
Santa Fe, New Mexico

Mr. Charles de la Garza, Field
Supervisor
Migrant Education
State Department of Public
Instruction
Indianapolis, Indiana

Ms. Ramona Gonzales, Team Leader
Teacher Corps
Las Cruces Schools
Las Cruces, New Mexico

Dr. Edward J. Kelly, Dean
School of Education
Colorado State College
Greeley, Colorado

Dr. Gloria Mattera, Director
New York State Center for
Migrant Studies
State University College
Geneseo, New York

Mr. Henry Pascual, Coordinator
Communicative Arts
New Mexico State Department
of Education
Santa Fe, New Mexico

Dr. Samuel Pisaro, Chief
Division of Consultant Services
National Institute of Education
Department of Health, Education
and Welfare
Washington, D. C.

Dr. Alfred M. Potts, II, Member
National Committee on the Education
of Migrant Children
St. Petersburg, Florida

Ms. Lee Rich
Paraprofessional Trainer
Center for the Study of Migrant
and Indian Children
Toppenish, Washington

Dr. Jerry K. Southard,
Executive Director
Human Development Training
Institute
San Diego, California

Mr. Benny Trujillo, Director
of Curriculum
Gadsden Public Schools
Anthony, New Mexico

Dr. Richard Wright,
Associate Professor
Department of Curriculum and
Instruction
College of Education
New Mexico State University
Las Cruces, New Mexico

Mr. Hector Zamorano, Counselor
El Centro College
Dallas, Texas

APPENDIX E

CONSTITUTION OF NEW MEXICO, ART. XII
8, SEC. 10, p. 234

"Children of Spanish descent in the state of New Mexico shall never be denied the right and privilege of admission and attendance in the public schools or other public educational institutions of the state, and they shall never be classed in separate schools, but shall forever enjoy perfect equality with other children in all public schools and educational institutions of the state, and the legislature shall provide penalties for the violation of this section. This section shall never be amended except upon a vote of the people of this state, in an election at which at least three-fourths of the electors voting in the whole state and at least two-thirds of those voting in each county in the state shall vote for such amendment."

APPENDIX F

GUIDELINE FOR SCHOOL AIDES

GUIDELINE FOR SCHOOL AIDES*

I. Definition:

1. The term School Aide shall include all aides, nurses' aides, teacher aides, library aides, clerical aides, etc., regularly employed on a full or part-time basis.

2. The School Aide is a school employee who is qualified by education, experience, and character to relieve one or more teachers of time-consuming, non-instructional tasks so that teachers may devote more time to instruction.

3. In no case are School Aides to be given teaching responsibilities while working as School Aides.

II. Qualifications:

1. High School diploma or equivalency as determined by such tests as the G.E.D.

2. Health certificates.

3. Knowledge of duties to which assigned.

4. Good command of the English language.

5. Attendance at School Aide workshop.

6. Demonstration of highest ethical and moral standards.

7. School Aide permit issued by Division of Certification, State Department of Education.

III. Duties:

1. Those tasks defined as labors not requiring instructional and/or professional decisions.

*Adopted by the New Mexico State Board of Education, June 29, 1967.

APPENDIX G

SUGGESTIONS FOR UTILIZATION OF TEACHER AIDES

SUGGESTIONS FOR UTILIZATION OF THE TEACHER AIDE*

It should be noted that a teacher aide should at all times be under the direct supervision of a certified teacher. It is important that the teacher aide not be utilized as a substitute teacher unless such person is qualified and as such should receive full substitute teacher pay.

I. Semi-Instructional
- Daily conferences with teacher
- Supervise seatwork
- Supervise free reading
- Read stories aloud to groups or individuals
- Listen to oral reading
- Mark papers with aid of key
- Aid in drills
- Help students to understand directions in study books, study helps, and other books or papers
- Help supervise directed play activities
- Review previously taught skills
- Set up and help supervise listening stations
- Supervise group activity at chalk board
- Instruct children on proper use and safe handling of tools
- Help students with make-up work
- Assist substitute teacher
- Collect and return assignments
- Drill children who need additional practice after the teacher has established a pattern structure
- Give individual help to student at request of teacher
- Work with small groups to emphasize or establish skills taught previously by the classroom teacher

II. Clerical Duties
- Compile material in permanent folder
- Post grades on permanent record cards, grade books, and report cards
- Maintain a folder of representative work for each pupil
- Type stencils and master carbons
- Operate duplicating machine
- Distribute supplies
- Distribute notices
- Inventory of classroom textbooks and library books
- Order supplies
- Write assignments on board
- Collect lunch money, P. T. A. dues, picture money, Red Cross money, etc.
- Check roll

*A Teacher and Teacher Aide Guide for Programs for the Education of Migrant Programs, Migrant and Preschool Programs, Texas Education Agency, Austin, Texas, Fall 1970.

III. Monitorial Duties
- Supervise clean-up time
- Operate duplicating machine
- Operate audio-visual equipment
- Set up and dismantle displays and demonstrations
- Keep equipment and materials clean and in operating condition
- Prepare charts
- Cafeteria supervision and assistance of students
- Playground supervision under direction of teacher
- Bus supervision under direction of teacher
- Small group supervision
- Hall and campus duty
- Supervise rest periods and rest activities
- Help children arrange bulletin boards

IV. Routine
- Room health check: hair, hands, fingernails, etc.
- Help students with wraps
- Assist in processing students for visual, hearing, and dental screening and innoculations
- Run errands

APPENDIX H

TABLES OF TALLIES OF RESPONSES ON QUESTIONNAIRE

TABLE 25

TALLY OF RESPONSES OF PERCEPTIONS
OF SCHOOL-COMMUNITY
LIAISON FUNCTIONS
(APPROPRIATENESS)

Items	Administrators				Teachers				Aides				National Jury			
	Strongly Agree	Agree	Disagree	Strongly Disagree	Strongly Agree	Agree	Disagree	Strongly Disagree	Strongly Agree	Agree	Disagree	Strongly Disagree	Strongly Agree	Agree	Disagree	Strongly Disagree
1. Develops a closer relationship between school and neighborhood attendance area.	32[a]	46	1	0	32	40	4	0	34	46	2	0	11	3	0	0
	41[b]	58	1	0	42	53	5	0	41	56	2	0	79	21	0	0
2. Visits the homes of migrant students.	23	45	10	1	12	51	10	2	24	45	12	1	9	5	0	0
	29	57	13	1	16	68	13	3	29	55	15	1	64	36	0	0
13. Accompanies teachers on home calls.	19	47	12	1	15	51	8	2	18	46	15	3	9	4	0	1
	24	59	15	1	20	67	11	3	22	56	18	4	64	29	0	7
20. Makes appointments for home calls for teachers.	12	42	21	4	5	41	22	8	9	44	25	4	1	10	2	1
	15	53	27	5	7	54	29	11	11	54	30	5	7	71	14	7
26. Encourages migrant parents to attend school board meetings.	16	41	15	6	10	43	19	4	17	39	17	8	7	6	1	0
	21	53	19	8	13	57	25	5	21	48	21	10	50	43	7	0

[a]Number of responses.

[b]Percentage of responses.

TABLE 25 (continued)

Items	Administrators				Teachers				Aides				National Jury			
	Strongly Agree	Agree	Disagree	Strongly Disagree	Strongly Agree	Agree	Disagree	Strongly Disagree	Strongly Agree	Agree	Disagree	Strongly Disagree	Strongly Agree	Agree	Disagree	Strongly Disagree
31. Makes visits to migrant homes to encourage attendance	19	51	8	1	10	44	18	4	12	50	15	5	7	6	1	0
at regular school functions.	24	65	10	1	13	58	24	5	15	61	18	6	50	43	7	0
34. Talks to migrant parents	22	42	13	2	6	54	13	3	16	46	12	8	8	6	0	0
about Adult Basic Education.	28	53	16	3	8	71	17	4	20	56	15	10	57	43	0	0
37. Interprets attendance	23	47	9	0	10	53	9	4	17	52	10	3	6	5	3	0
laws to migrant parents.	29	59	11	0	13	70	12	5	21	63	12	4	43	36	21	0
40. Accompanies the school	12	44	19	4	7	38	21	10	12	40	21	9	8	4	1	1
nurse on home calls.	15	56	24	5	9	50	28	13	15	49	26	11	57	29	7	7
48. Arranges for classroom																
presentations of multi-	8	42	25	4	7	43	21	5	11	46	20	5	3	9	2	0
cultural dances.	10	53	32	5	9	57	28	7	13	56	24	6	21	64	14	0
53. Informs migrant families																
about local public recreation	10	54	13	2	10	44	17	5	15	44	20	3	5	9	0	0
facilities.	13	68	16	3	13	58	22	7	18	54	24	4	36	64	0	0
58. Arranges for presenta-	8	55	14	2	8	49	16	3	8	53	17	4	2	11	1	0
tions of multicultural crafts.	10	70	18	3	11	64	21	4	10	65	21	5	14	79	7	0

TABLE 25 (continued)

Items	Administrators				Teachers				Aides				National Jury			
	Strongly Agree	Agree	Disagree	Strongly Disagree	Strongly Agree	Agree	Disagree	Strongly Disagree	Strongly Agree	Agree	Disagree	Strongly Disagree	Strongly Agree	Agree	Disagree	Strongly Disagree
59. Informs the nurse about doubtful water supplies.	7 9	34 43	30 38	8 10	8 11	39 51	19 25	10 13	9 11	33 40	26 32	14 17	3 21	8 57	2 14	1 7
60. Alerts school personnel about possible migrant candidates for rehabilitation services.	11 14	58 74	7 9	2 3	10 13	44 58	14 18	8 11	9 11	50 61	15 18	8 10	5 36	9 64	0 0	0 0
62. Informs migrant families about free immunizations.	22 28	49 62	7 9	1 1	18 24	40 53	10 13	8 11	23 28	45 55	9 11	5 6	6 43	8 57	0 0	0 0
66. Arranges for classroom presentations of regional music by volunteers.	5 6	44 56	21 27	8 10	9 12	40 53	21 28	6 8	7 9	40 49	29 35	6 7	4 29	8 57	1 7	1 7
69. Interprets to school personnel ethnic minority customs such as attending funerals.	11 14	50 63	14 18	4 5	7 9	50 66	14 18	5 7	11 14	42 52	20 25	8 10	6 43	7 50	1 7	0 0
72. Arranges field trips as directed by teacher.	12 15	56 71	8 10	3 4	8 11	36 47	24 32	8 11	16 20	48 59	13 16	5 6	0 0	8 57	6 43	0 0
76. Arranges for classroom presentation of multi-cultural drama.	6 8	49 62	21 27	3 4	6 8	45 59	23 30	2 3	9 11	45 55	24 29	4 5	4 29	8 57	2 14	0 0

TABLE 25 (continued)

Items	Administrators				Teachers				Aides				National Jury			
	Strongly Agree	Agree	Disagree	Strongly Disagree	Strongly Agree	Agree	Disagree	Strongly Disagree	Strongly Agree	Agree	Disagree	Strongly Disagree	Strongly Agree	Agree	Disagree	Strongly Disagree
77. Contacts community agencies as directed by teacher.	11	51	14	3	8	41	19	8	7	39	29	7	6	7	1	0
	14	65	18	4	11	54	25	11	9	48	35	9	43	50	7	0
81. Talks to farm owners about the Migrant Project.	8	39	27	5	3	36	26	11	8	28	37	9	6	6	2	0
	10	49	34	6	4	47	34	14	10	34	45	11	43	43	14	0
83. Informs the teacher of relevant occurrences in the community.	12	56	10	1	8	52	12	4	11	56	10	5	4	9	1	0
	15	71	13	1	11	68	16	5	13	68	12	6	29	64	7	0
85. Arranges for presentations of regional music, such as local guitarists.	9	47	18	5	5	46	18	7	6	43	25	8	5	8	1	0
	11	59	23	6	7	61	24	9	7	52	30	10	36	57	7	0
89. Transports migrant students for medical appointments.	9	31	28	11	5	29	23	19	10	33	24	15	1	5	7	1
	11	39	35	14	7	38	30	25	12	40	29	18	7	36	50	7
90. Informs migrant families about local medical facilities.	15	55	8	1	8	48	16	4	14	51	13	4	8	5	1	0
	19	70	10	1	11	63	21	5	17	62	16	5	57	36	7	0
99. Recruits students for the Migrant Project.	9	32	28	10	8	36	25	7	6	37	34	5	3	10	1	0
	11	41	35	13	11	47	33	9	7	45	41	6	21	71	7	0

TABLE 25 (continued)

Items	Administrators				Teachers				Aides				National Jury			
	Strongly Agree	Agree	Disagree	Strongly Disagree	Strongly Agree	Agree	Disagree	Strongly Disagree	Strongly Agree	Agree	Disagree	Strongly Disagree	Strongly Agree	Agree	Disagree	Strongly Disagree
104. Serves on community school advisory group for the Migrant Project.	11 14	55 70	9 11	4 5	11 14	46 61	13 17	6 8	11 13	50 61	19 23	2 2	7 50	6 43	1 7	0 0
105. Transports migrant parents to school meetings as needed.	3 4	39 49	26 33	11 14	3 4	44 58	13 17	16 21	5 6	28 34	39 48	10 12	4 29	6 43	3 21	1 7
106. Gathers free materials, such as cloth remnants from interested tax-payers.	2 3	41 52	24 30	12 15	5 7	41 54	22 29	8 11	10 12	38 46	28 34	6 7	1 7	10 71	3 21	0 0
107. Performs errands outside school ground during working hours.	4 5	35 44	30 38	10 13	5 7	36 47	25 33	10 13	3 4	44 54	29 35	6 7	2 14	3 21	5 36	4 29
110. Gathers free materials for classroom use from civic organizations.	5 6	53 67	16 20	5 6	4 5	46 61	22 29	4 5	8 10	52 63	19 23	3 4	3 21	8 57	3 21	0 0
115. Assists migrant families during school registration.	17 22	55 70	5 6	2 3	17 22	52 68	5 7	2 3	16 20	64 78	1 1	1 1	8 57	6 43	0 0	0 0

TABLE 25 (continued)

Items	Administrators				Teachers				Aides			National Jury			
	Strongly Agree	Agree	Disagree	Strongly Disagree	Strongly Agree	Agree	Disagree	Strongly Disagree	Strongly Agree	Agree	Disagree	Strongly Disagree	Strongly Agree	Agree	Disagree	Strongly Disagree
120. Informs migrant families about services by the local health agencies.	10 13	55 70	12 15	2 3	12 16	45 59	11 14	8 11	16 20	41 50	19 23	6 7	7 50	7 50	0 0	0 0
121. Informs the school nurse about outbreaks of diseases.	17 22	49 62	11 14	2 3	14 18	41 54	18 24	3 4	19 23	49 60	11 13	3 4	6 43	7 50	0 0	1 7
122. Encourages migrant parents to take vocational training.	8 10	53 67	12 15	6 8	6 8	46 61	15 20	8 11	9 11	49 60	16 20	8 10	8 57	5 36	0 0	1 7
124. Explains needed health care to migrant mothers.	15 19	47 59	10 13	7 9	8 11	48 63	10 13	10 13	12 15	45 55	18 22	7 9	9 64	4 29	1 7	0 0

TABLE 26

TALLY OF RESPONSES OF PERCEPTIONS
OF INSTRUCTIONAL FUNCTIONS
(APPROPRIATENESS)

Items	Administrators				Teachers				Aides				National Jury			
	Strongly Agree	Agree	Disagree	Strongly Disagree	Strongly Agree	Agree	Disagree	Strongly Disagree	Strongly Agree	Agree	Disagree	Strongly Disagree	Strongly Agree	Agree	Disagree	Strongly Disagree
3. Assists with physical education activities under direct supervision.	17[a]	41	17	4	10	54	12	0	11	55	14	2	1	9	3	1
	22[b]	52	22	5	13	71	16	0	13	67	17	2	7	64	21	7
7. Uses audiovisual equipment.	27	51	1	0	23	47	6	0	36	44	2	0	5	9	0	0
	34	65	1	0	30	62	8	0	44	54	2	0	36	64	0	0
15. Tutors migrant students.	55	23	1	0	36	37	3	0	49	31	2	0	9	5	0	0
	70	29	1	0	47	49	4	0	60	38	2	0	64	36	0	0
17. Tutors migrant students without teacher's immediate supervision.	14	38	17	10	12	40	14	10	21	38	16	7	2	6	5	1
	18	48	22	13	16	53	18	13	26	46	20	9	14	43	36	7
21. Disciplines students in a positive manner.	16	43	10	10	16	50	7	3	28	44	6	4	0	8	5	1
	20	54	13	13	21	66	9	4	34	54	7	5	0	57	36	7

[a]Number of responses.

[b]Percentage of responses.

TABLE 26 (continued)

Items	Administrators				Teachers				Aides				National Jury			
	Strongly Agree	Agree	Disagree	Strongly Disagree	Strongly Agree	Agree	Disagree	Strongly Disagree	Strongly Agree	Agree	Disagree	Strongly Disagree	Strongly Agree	Agree	Disagree	Strongly Disagree
22. Tutors small groups of migrant students in social studies.	18	52	5	4	9	51	14	2	11	59	8	4	3	9	2	0
	23	66	6	5	12	67	18	3	13	72	10	5	21	64	14	0
23. Goes on field trips with teachers and students.	38	40	1	0	28	47	1	0	33	45	4	0	12	2	0	0
	48	51	1	0	37	62	1	0	40	55	5	0	86	14	0	0
24. Administers teacher-made tests to individual students.	20	51	7	1	14	51	10	1	13	61	7	1	1	2	8	3
	25	65	9	1	18	67	13	1	16	74	9	1	7	14	57	21
27. Uses positive reinforcement techniques, such as calling students by their names.	46	33	0	0	41	31	3	1	53	28	1	0	10	4	0	0
	58	42	0	0	54	41	4	1	65	34	1	0	71	29	0	0
30. Provides instructional support to teachers outside the Migrant Project.	18	37	13	11	11	51	12	2	12	55	8	7	2	6	4	2
	23	47	16	14	14	67	16	3	15	67	10	9	14	43	29	14
46. Listens to migrant students read.	31	47	1	0	21	47	8	0	38	38	4	2	7	7	0	0
	39	59	1	0	28	62	11	0	46	46	5	2	50	50	0	0
50. Gives demonstrations on local recipes.	5	42	26	6	4	38	24	10	5	39	24	14	4	8	2	0
	6	53	33	8	5	50	32	13	6	48	29	17	29	57	14	0

TABLE 26 (continued)

Items	Administrators				Teachers				Aides				National Jury			
	Strongly Agree	Agree	Disagree	Strongly Disagree	Strongly Agree	Agree	Disagree	Strongly Disagree	Strongly Agree	Agree	Disagree	Strongly Disagree	Strongly Agree	Agree	Disagree	Strongly Disagree
54. Assists the teacher with large groups.	22 28	50 63	4 5	3 4	25 33	44 58	6 8	1 1	25 30	46 56	8 10	3 4	6 43	7 50	1 7	0 0
55. Arranges displays for interest centers.	20 25	53 67	5 6	1 1	14 18	53 70	7 9	2 3	17 21	51 62	11 13	3 4	5 36	9 64	0 0	0 0
56. Reinforces health care instruction with migrant students.	20 25	57 72	1 1	1 1	13 17	52 68	6 8	5 7	15 18	56 68	9 11	2 2	7 50	7 50	0 0	0 0
61. Speaks at eye level when working with a small group of students.	32 41	44 56	2 3	0 0	31 41	42 55	2 3	1 1	31 38	45 55	3 4	3 4	11 79	3 21	0 0	0 0
67. Provides special encouragement to the non-English speaking migrant students.	34 43	44 56	1 1	0 0	26 34	46 61	3 4	1 1	36 44	42 51	2 2	2 2	9 64	5 36	0 0	0 0
71. Reads to individual migrant students.	33 42	44 56	2 3	0 0	21 28	46 61	6 8	3 4	27 33	46 56	5 6	4 5	7 50	6 43	1 7	0 0
78. Assists male migrant students with electronics.	3 4	32 41	34 43	10 13	5 7	26 34	30 39	15 20	5 6	31 38	35 43	11 13	2 14	5 36	5 36	2 14

TABLE 26 (continued)

Items	Administrators				Teachers				Aides				National Jury			
	Strongly Agree	Agree	Disagree	Strongly Disagree	Strongly Agree	Agree	Disagree	Strongly Disagree	Strongly Agree	Agree	Disagree	Strongly Disagree	Strongly Agree	Agree	Disagree	Strongly Disagree
87. Uses language patterning to assist migrant students in learning English.	22	48	7	2	22	46	8	0	28	48	6	0	5	9	0	0
	28	61	9	3	29	61	11	0	34	59	7	0	36	64	0	0
88. Uses video-taping equipment.	16	57	4	2	9	48	13	6	17	58	6	1	4	8	2	0
	20	72	5	3	12	63	17	8	21	71	7	1	29	57	14	0
91. Reviews and reinforces lessons.	24	49	4	2	24	41	9	2	29	40	8	5	3	9	2	0
	30	62	5	3	32	54	12	3	35	49	10	6	21	64	14	0
95. Tutors groups of migrant students in modern math.	20	46	11	2	9	47	19	1	21	47	12	2	1	7	6	0
	25	58	14	3	12	62	25	1	26	57	15	2	7	50	43	0
97. Assists female migrant students with sewing.	6	50	20	3	4	41	22	9	7	47	21	7	2	12	0	0
	8	63	25	4	5	54	29	12	9	57	26	9	14	86	0	0
98. Gives demonstrations on arts and crafts.	9	53	13	4	4	51	17	4	10	50	18	3	2	11	1	0
	11	67	16	5	5	67	22	5	12	62	22	4	14	79	7	0
100. Gives demonstrations on recipes from different parts of the country.	6	33	27	13	5	32	26	13	6	30	38	8	6	5	2	1
	8	42	34	16	7	42	34	17	7	37	46	10	43	36	14	7

TABLE 26 (continued)

Items	Administrators				Teachers				Aides				National Jury			
	Strongly Agree	Agree	Disagree	Strongly Disagree	Strongly Agree	Agree	Disagree	Strongly Disagree	Strongly Agree	Agree	Disagree	Strongly Disagree	Strongly Agree	Agree	Disagree	Strongly Disagree
108. Tutors individual migrant students in modern math.	13 16	51 65	13 16	2 3	13 17	50 66	11 14	2 3	15 18	51 62	16 20	0 0	3 21	5 36	5 36	1 7
109. Provides reinforcement in developing handwriting skills.	15 19	60 77	1 1	2 3	12 16	55 72	6 8	3 4	22 27	52 63	6 7	2 2	2 14	11 79	1 7	0 0
111. Uses tape recording equipment as part of language training for migrant students.	21 27	53 67	5 6	0 0	12 16	53 70	8 11	3 4	19 23	58 71	4 5	1 1	4 29	10 79	0 0	0 0
114. Includes non-migrant students in tutoring sessions.	9 11	41 52	24 30	5 6	13 17	52 68	7 9	4 5	17 21	42 51	21 26	2 2	2 14	9 64	1 7	2 14
116. Reviews uses of dictionary with migrant students.	19 24	58 73	1 1	1 1	12 16	54 71	7 9	3 4	19 23	57 70	5 6	1 1	4 29	9 64	1 7	0 0
123. Reads to groups of migrant students.	22 28	54 68	2 3	1 1	12 16	53 70	10 13	1 1	28 34	51 62	3 4	0 0	5 36	8 57	1 7	0 0

TABLE 27

TALLY OF RESPONSES OF PERCEPTIONS
OF CLERICAL FUNCTIONS
(APPROPRIATENESS)

Items	Administrators				Teachers				Aides				National Jury			
	Strongly Agree	Agree	Disagree	Strongly Disagree	Strongly Agree	Agree	Disagree	Strongly Disagree	Strongly Agree	Agree	Disagree	Strongly Disagree	Strongly Agree	Agree	Disagree	Strongly Disagree
5. Maintains the Migrant Student Record Transfer System.	21[a]	23	25	10	14	40	15	7	28	30	18	6	2	7	4	1
	27[b]	29	32	13	18	53	20	9	34	37	22	7	14	50	29	7
6. Duplicates teacher-prepared materials.	27	47	4	1	29	44	3	0	27	48	6	1	3	11	0	0
	34	59	5	1	38	58	4	0	33	59	7	1	21	79	0	0
10. Produces audiovisual materials.	22	50	7	0	6	51	18	1	22	47	13	0	4	8	2	0
	28	63	9	0	8	67	24	1	27	57	16	0	29	57	14	0
12. Prepares bulletin boards under supervision.	17	53	8	1	15	57	3	1	19	48	11	4	2	11	1	0
	22	67	10	1	20	75	4	1	23	59	13	5	14	79	7	0
14. Checks library lists.	9	49	14	7	11	49	12	4	10	59	11	2	1	10	2	1
	11	62	18	9	14	64	16	5	12	72	13	2	7	71	14	7
16. Checks objective tests.	16	50	10	3	9	53	13	1	15	54	10	3	3	9	2	0
	20	63	13	4	12	70	17	1	18	66	12	4	21	64	14	0

[a]Number of responses.

[b]Percentage of responses.

TABLE 27 (continued)

Items	Administrators				Teachers				Aides				National Jury			
	Strongly Agree	Agree	Disagree	Strongly Disagree	Strongly Agree	Agree	Disagree	Strongly Disagree	Strongly Agree	Agree	Disagree	Strongly Disagree	Strongly Agree	Agree	Disagree	Strongly Disagree
25. Makes tape recordings in English for listening centers.	14	46	16	3	10	40	23	3	8	56	17	1	2	8	4	0
	18	58	20	4	13	53	30	4	10	68	21	1	14	57	29	0
28. Maintains log of activities for each migrant student tutored.	24	50	5	0	16	47	11	2	18	53	10	1	5	9	0	0
	30	63	6	0	21	62	14	3	22	65	12	1	36	64	0	0
29. Checks simply scored worksheets.	17	58	2	2	13	61	2	0	21	54	7	0	1	10	2	1
	22	73	3	3	17	80	3	0	26	66	9	0	7	71	14	7
39. Serves as an office clerk.	3	24	31	21	3	23	30	20	5	32	28	17	1	2	7	4
	4	30	39	27	4	30	39	26	6	39	34	21	7	14	50	29
41. Mends books.	4	36	22	17	9	39	17	11	3	54	15	10	1	2	7	4
	5	46	28	22	12	51	22	14	4	66	18	12	7	14	50	29
42. Answers the phone at the school office.	4	25	33	17	5	26	26	19	3	40	23	16	0	3	7	4
	5	32	42	22	7	34	34	25	4	49	28	20	0	21	50	29
44. Collects monies.	6	41	26	6	6	40	22	8	9	41	24	8	1	7	2	4
	8	52	33	8	8	53	29	11	11	50	29	10	7	50	14	29

TABLE 27 (continued)

Items	Administrators				Teachers				Aides				National Jury			
	Strongly Agree	Agree	Disagree	Strongly Disagree	Strongly Agree	Agree	Disagree	Strongly Disagree	Strongly Agree	Agree	Disagree	Strongly Disagree	Strongly Agree	Agree	Disagree	Strongly Disagree
45. Checks instructional supplies and materials.	5 6	53 67	16 20	5 6	8 11	52 68	12 16	4 5	9 11	60 73	9 11	4 5	2 14	7 50	3 21	2 14
51. Maintains inventories of instructional materials.	2 3	38 48	35 44	4 5	7 9	41 54	21 28	7 9	7 9	45 55	22 27	8 10	2 14	5 36	2 14	5 36
65. Makes entries in anecdotal records.	4 5	41 52	27 34	7 9	6 8	43 57	20 26	7 9	7 9	42 52	28 35	4 5	2 14	6 43	5 36	1 7
92. Maintains permanent records for migrant students.	16 20	43 54	16 20	4 5	11 14	38 50	21 28	6 8	18 22	42 51	19 23	3 4	1 7	9 64	4 29	0 0

TABLE 28

TALLY OF RESPONSES OF PERCEPTIONS
OF MONITORIAL FUNCTIONS
(APPROPRIATENESS)

Items	Administrators				Teachers				Aides				National Jury			
	Strongly Agree	Agree	Disagree	Strongly Disagree	Strongly Agree	Agree	Disagree	Strongly Disagree	Strongly Agree	Agree	Disagree	Strongly Disagree	Strongly Agree	Agree	Disagree	Strongly Disagree
4. Supervises lunch rooms, hallways and restrooms.	8[a]	47	20	3	11	47	15	3	10	50	20	2	1	10	2	1
	10[b]	60	26	4	14	62	20	4	12	61	24	2	7	71	14	7
11. Performs playground duties.	12	52	11	4	16	49	10	1	17	45	17	3	3	6	5	0
	15	66	14	5	21	64	13	1	21	55	21	4	21	43	36	0
33. Provides first aid for minor injuries.	15	39	18	7	8	48	10	10	17	47	9	9	0	6	6	2
	19	49	23	9	11	63	13	13	21	57	11	11	0	43	43	14
47. Cares for storage of students' clothing.	4	50	21	3	7	30	26	13	9	40	24	9	1	9	3	1
	5	64	27	4	9	39	34	17	11	49	29	11	7	64	21	7
52. Weighs migrant students.	4	49	19	7	8	43	17	8	7	40	27	8	2	8	4	0
	5	62	24	9	11	57	22	11	9	49	33	10	14	57	29	0
64. Supervises students in daily cleanup of classrooms.	17	46	13	3	15	50	5	6	17	54	9	2	2	10	2	0
	22	58	16	4	20	66	7	8	21	66	11	2	14	71	14	0

[a] Number of responses.

[b] Percentage of responses.

TABLE 28 (continued)

Items	Administrators				Teachers				Aides				National Jury			
	Strongly Agree	Agree	Disagree	Strongly Disagree	Strongly Agree	Agree	Disagree	Strongly Disagree	Strongly Agree	Agree	Disagree	Strongly Disagree	Strongly Agree	Agree	Disagree	Strongly Disagree
68. Controls heating and cooling in the classroom.	8 10	45 57	19 24	7 9	5 7	44 58	20 26	7 9	8 10	43 52	21 26	10 12	3 21	8 57	2 14	1 7
70. Controls lighting in the classroom	7 9	46 58	20 25	6 8	5 7	42 55	23 30	6 8	8 10	45 55	23 28	6 7	2 14	8 57	3 21	1 7
75. Distributes milk to migrant students.	11 14	51 65	13 16	4 5	9 12	36 47	22 29	9 12	8 10	50 61	22 27	2 2	4 29	10 71	0 0	0 0
80. Measures height of migrant students.	6 8	47 59	20 25	6 8	9 12	39 51	22 29	6 8	9 11	47 57	21 26	5 6	3 21	8 57	3 21	0 0
84. Arranges furniture at the direction of the teacher.	10 13	56 71	7 9	6 8	4 5	52 68	16 21	4 5	9 11	53 65	13 16	7 9	3 21	10 71	0 0	1 7
86. Distributes snacks to migrant students.	8 10	49 62	17 22	5 6	7 9	40 53	19 25	10 13	10 12	45 55	21 26	6 7	4 29	10 71	0 0	0 0
101. Checks vision of migrant students.	4 5	27 34	31 39	17 22	2 3	27 36	27 36	20 26	7 9	24 30	36 44	14 17	2 14	5 36	6 43	1 7
102. Distributes school newsletter to migrant students.	7 9	54 68	11 14	7 9	3 4	45 59	17 22	11 14	9 11	54 66	17 21	2 2	4 29	10 71	0 0	0 0

TABLE 28 (continued)

Items	Administrators				Teachers				Aides				National Jury			
	Strongly Agree	Agree	Disagree	Strongly Disagree	Strongly Agree	Agree	Disagree	Strongly Disagree	Strongly Agree	Agree	Disagree	Strongly Disagree	Strongly Agree	Agree	Disagree	Strongly Disagree
119. Supervises the arrival and departure of migrant children transported to school by bus.	5	46	21	7	8	38	23	7	6	35	34	7	4	9	0	1
	6	58	27	9	11	50	30	9	7	43	41	9	29	64	0	7

TABLE 29

TALLY OF RESPONSES OF PERCEPTIONS
OF BILINGUAL FUNCTIONS
(APPROPRIATENESS)

Items	Administrators				Teachers				Aides				National Jury			
	Strongly Agree	Agree	Disagree	Strongly Disagree	Strongly Agree	Agree	Disagree	Strongly Disagree	Strongly Agree	Agree	Disagree	Strongly Disagree	Strongly Agree	Agree	Disagree	Strongly Disagree
8. Produces bilingual instructional aides for migrant students' use.	27[a]	45	7	0	17	48	9	2	31	42	9	0	8	6	0	0
	34[b]	57	9	0	22	63	12	3	38	51	11	0	57	43	0	0
9. Uses the students' home language as needed with migrant students.	43	31	5	0	29	43	1	3	41	36	4	1	10	3	1	0
	54	39	6	0	38	57	1	4	50	44	5	1	71	21	7	0
19. Talks with parents in their own home language.	42	31	6	0	33	38	2	3	42	35	5	0	10	4	0	0
	53	39	8	0	43	50	3	4	51	43	6	0	71	29	0	0
35. Uses bilingual materials with bilingual migrant students.	31	43	4	1	19	51	4	2	28	50	4	0	7	6	1	0
	39	54	5	1	25	67	5	3	34	61	5	0	50	43	7	0
43. Provides written Spanish translations for school messages to migrant homes.	22	44	12	1	15	50	8	3	24	45	10	3	5	8	1	0
	28	56	15	1	20	66	11	4	29	55	12	4	36	57	7	0

[a]Number of responses.

[b]Percentage of responses.

TABLE 29 (continued)

Items	Administrators				Teachers				Aides				National Jury			
	Strongly Agree	Agree	Disagree	Strongly Disagree	Strongly Agree	Agree	Disagree	Strongly Disagree	Strongly Agree	Agree	Disagree	Strongly Disagree	Strongly Agree	Agree	Disagree	Strongly Disagree
63. Tells folktales to migrant children in their home language.	18	52	8	1	11	50	11	4	16	44	15	7	5	8	1	0
	23	66	10	1	14	66	14	5	20	54	18	9	36	57	7	0
73. Translates for migrant parent-teacher interviews.	27	45	5	1	23	45	3	5	23	53	5	1	8	5	0	1
	35	58	6	1	30	59	4	7	28	65	6	1	57	36	0	7
82. Provides written translations of library books from English to the students' home language.	12	24	35	8	3	35	27	11	7	43	24	8	3	6	4	1
	15	30	44	10	4	46	36	14	9	52	29	10	21	43	29	7
93. Translates test results for migrant parents.	17	44	15	3	9	48	15	4	17	41	18	6	3	6	2	3
	22	56	19	4	12	63	20	5	21	50	22	7	21	43	14	21
94. Provides written translations of library books from another language to English.	10	32	26	11	2	39	22	13	8	42	26	6	1	8	3	2
	13	41	33	14	3	51	29	17	10	51	32	7	7	57	21	14
96. Reads to migrant students in their home language.	20	52	6	1	11	46	16	3	17	46	15	4	5	9	0	0
	25	66	8	1	14	61	21	4	21	56	18	5	36	64	0	0

TABLE 29 (continued)

Items	Administrators				Teachers				Aides				National Jury			
	Strongly Agree	Agree	Disagree	Strongly Disagree	Strongly Agree	Agree	Disagree	Strongly Disagree	Strongly Agree	Agree	Disagree	Strongly Disagree	Strongly Agree	Agree	Disagree	Strongly Disagree
113. Translates for counselors.	14 18	56 71	6 8	3 4	13 17	52 68	7 9	4 5	14 17	53 65	12 15	3 4	6 43	6 43	2 14	0 0
118. Translates school regulations into migrant parents' home language.	17 22	55 70	6 8	1 1	18 24	44 58	9 12	5 7	14 17	56 68	11 13	1 1	7 50	7 50	0 0	0 0

TABLE 30

TALLY OF RESPONSES OF PERCEPTIONS OF PROFESSIONAL DEVELOPMENT FUNCTIONS (APPROPRIATENESS)

Items	Administrators				Teachers				Aides				National Jury			
	Strongly Agree	Agree	Disagree	Strongly Disagree	Strongly Agree	Agree	Disagree	Strongly Disagree	Strongly Agree	Agree	Disagree	Strongly Disagree	Strongly Agree	Agree	Disagree	Strongly Disagree
18. Takes part in team teaching: planning, implementing and evaluating.	22[a]	40	13	4	17	49	10	0	20	50	5	7	6	7	0	1
	28[b]	51	16	5	22	64	13	0	24	61	6	9	43	50	0	7
32. Maintains planbooks for own use.	19	55	4	1	9	55	11	1	17	56	7	1	4	9	1	0
	24	70	5	1	12	72	14	1	21	69	9	1	29	64	7	0
36. Helps in daily class planning.	19	48	10	2	12	49	13	2	22	43	15	2	8	6	0	0
	24	61	13	3	16	64	17	3	27	52	18	2	57	43	0	0
38. Attends faculty meetings when invited.	36	42	0	1	22	49	5	0	28	49	4	1	6	7	1	0
	46	53	0	1	29	64	7	0	34	60	5	1	43	50	7	0
49. Alerts teacher to special needs of individual migrant students.	27	46	6	0	30	42	3	1	34	37	10	1	7	6	1	0
	34	58	8	0	39	55	4	1	41	45	12	1	50	43	7	0
57. Observes other classrooms on a scheduled basis.	7	62	10	0	5	49	15	6	4	58	15	5	4	9	0	1
	9	78	13	0	7	65	20	8	5	71	18	6	29	64	0	7

[a]Number of responses.

[b]Percentage of responses.

TABLE 30 (continued)

Items	Administrators				Teachers				Aides				National Jury			
	Strongly Agree	Agree	Disagree	Strongly Disagree	Strongly Agree	Agree	Disagree	Strongly Disagree	Strongly Agree	Agree	Disagree	Strongly Disagree	Strongly Agree	Agree	Disagree	Strongly Disagree
74. Shares with teachers in-service training experiences such as cultural awareness workshops.	23	55	1	0	20	50	5	1	22	51	6	3	10	4	0	0
	29	70	1	0	26	66	7	1	27	62	7	4	71	29	0	0
79. Participates in long-range class planning.	8	55	14	2	12	45	12	6	10	51	19	2	4	8	2	0
	10	70	18	3	16	60	16	8	12	62	23	2	29	57	14	0
103. Attends curriculum meetings.	11	62	6	0	8	49	13	6	10	61	10	1	5	8	1	0
	14	78	8	0	11	64	17	8	12	74	12	1	36	57	7	0
112. Prepares individual lesson plans under teacher supervision.	16	48	10	5	8	49	12	7	13	48	17	4	4	9	1	0
	20	61	13	6	11	64	16	9	16	59	21	5	29	64	7	0
117. Takes part in staff discussions of the migrant families needs, if called upon.	19	58	2	0	17	53	4	2	17	57	6	2	6	7	1	0
	24	73	3	0	22	70	5	3	21	70	7	2	43	50	7	0
125. Uses released time to attend teacher-preparatory classes.	17	53	6	3	17	47	9	3	20	49	7	6	10	4	0	0
	22	67	8	4	22	62	12	4	24	60	9	7	71	29	0	0

TABLE 31

TALLY OF RESPONSES OF PERCEPTIONS
OF SCHOOL-COMMUNITY
LIAISON FUNCTIONS
(FREQUENCY)

Items	Administrators				Teachers				Aides				National Jury			
	Strongly Agree	Agree	Disagree	Strongly Disagree	Strongly Agree	Agree	Disagree	Strongly Disagree	Strongly Agree	Agree	Disagree	Strongly Disagree	Strongly Agree	Agree	Disagree	Strongly Disagree
126. Develops a closer relationship between school and neighborhood attendance area.	21[a]	45	12	1	33	28	10	4	26	33	17	6	5	5	4	0
	27[b]	57	15	1	44	37	13	5	32	40	21	7	36	36	29	0
127. Visits the homes of migrant students.	7	27	38	7	13	22	21	19	12	24	25	21	3	3	8	0
	9	34	48	9	17	29	28	25	15	29	30	26	21	21	57	0
138. Accompanies teachers on home calls.	12	19	29	18	13	18	17	27	16	19	15	32	2	4	8	0
	15	24	37	23	17	24	23	36	20	23	18	39	14	29	57	0
145. Makes appointments for home calls for teachers.	7	16	38	18	8	14	25	29	9	12	23	38	1	4	8	1
	9	20	48	23	11	18	33	38	11	15	28	46	7	29	57	7
151. Encourages migrant parents to attend school board meetings.	8	10	33	28	5	19	22	30	5	17	18	42	2	1	10	1
	10	13	42	35	7	25	29	39	6	21	22	51	14	7	71	7

[a]Number of responses.

[b]Percentage of responses.

TABLE 31 (continued)

Items	Administrators				Teachers				Aides				National Jury			
	Strongly Agree	Agree	Disagree	Strongly Disagree	Strongly Agree	Agree	Disagree	Strongly Disagree	Strongly Agree	Agree	Disagree	Strongly Disagree	Strongly Agree	Agree	Disagree	Strongly Disagree
156. Makes visits to migrant homes to encourage attendance	8	16	44	11	7	22	18	29	8	20	23	31	2	5	7	0
at regular school functions.	10	20	56	14	9	29	24	38	10	24	28	38	14	36	50	0
159. Talks to migrant parents	8	13	38	20	8	20	21	27	9	15	24	34	2	2	8	2
about Adult Basic Education.	10	16	48	25	11	26	28	36	11	18	29	41	14	14	57	14
162. Interprets attendance	11	19	32	17	9	16	24	27	11	20	21	30	1	4	8	1
laws to migrant parents.	14	24	41	22	12	21	32	36	13	24	26	37	7	29	57	7
165. Accompanies the school	7	16	31	24	3	17	28	28	10	14	23	34	2	5	6	1
nurse on home calls.	9	21	40	31	4	22	37	37	12	17	28	42	14	36	43	7
173. Arranges for classroom																
presentations of multi-	4	8	40	27	6	16	24	30	11	11	24	36	1	2	10	1
cultural dances.	5	10	51	34	8	21	32	39	13	13	29	44	7	14	71	7
178. Informs migrant families																
about local public recreation	5	22	32	20	14	18	18	26	10	18	23	31	2	3	8	1
facilities.	6	28	41	25	18	24	24	34	12	22	28	38	14	21	57	7
183. Arranges for presenta-	4	15	30	28	3	21	25	27	9	10	28	35	1	3	10	0
tions of multi-cultural crafts.	5	19	39	36	4	28	33	36	11	12	34	43	7	21	71	0

TABLE 31 (continued)

Items	Administrators				Teachers				Aides				National Jury			
	Strongly Agree	Agree	Disagree	Strongly Disagree	Strongly Agree	Agree	Disagree	Strongly Disagree	Strongly Agree	Agree	Disagree	Strongly Disagree	Strongly Agree	Agree	Disagree	Strongly Disagree
184. Informs the nurse about doubtful water supplies.	4 5	8 10	29 37	38 48	5 7	11 15	21 28	38 51	7 9	8 10	17 21	50 61	3 21	1 7	8 57	2 14
185. Alerts school personnel about possible migrant candidates for rehabilitation services.	10 13	20 26	32 41	16 21	9 12	13 17	23 30	31 41	10 12	15 18	21 26	36 44	3 21	1 7	9 64	1 7
187. Informs migrant families about free immunizations.	18 23	28 35	23 29	10 13	15 20	19 25	20 26	22 29	19 23	25 30	15 18	23 28	2 14	7 50	5 36	0 0
191. Arranges for classroom presentations of regional music by volunteers.	2 3	8 10	34 43	35 44	6 8	11 15	26 35	32 43	7 9	10 12	20 24	45 55	1 7	1 7	10 71	2 14
194. Interprets to school personnel ethnic minority customs, such as attending funerals.	7 9	26 33	28 35	18 23	5 7	23 30	29 38	19 25	13 16	11 13	26 32	32 39	2 14	4 29	7 50	1 7
197. Arranges field trips as directed by teacher.	8 10	19 24	38 48	14 18	12 16	19 25	21 28	24 32	13 16	21 26	13 16	35 43	0 0	4 29	5 36	5 36

TABLE 31 (continued)

Items	Administrators				Teachers				Aides				National Jury			
	Strongly Agree	Agree	Disagree	Strongly Disagree	Strongly Agree	Agree	Disagree	Strongly Disagree	Strongly Agree	Agree	Disagree	Strongly Disagree	Strongly Agree	Agree	Disagree	Strongly Disagree
201. Arranges for classroom presentation of multi-cultural drama.	2	11	37	29	7	9	34	26	3	17	24	38	0	5	9	0
	3	14	47	37	9	12	45	34	4	21	29	46	0	36	64	0
202. Contacts community agencies as directed by teacher.	7	14	38	20	9	13	28	26	9	13	21	39	1	4	7	2
	9	18	48	25	12	17	37	34	11	16	26	48	7	29	50	14
206. Talks to farm owners about the Migrant Project.	3	10	30	36	4	12	24	36	6	11	22	43	1	1	11	1
	4	13	38	46	5	16	32	47	7	13	27	52	7	7	79	7
208. Informs the teacher of relevant occurrences in the community.	10	37	21	11	16	29	19	12	18	24	19	20	3	7	4	0
	13	47	27	14	21	38	25	16	22	30	23	25	21	50	29	0
210. Arranges for presentations of regional music, such as local guitarists.	3	12	33	31	3	17	22	34	8	6	19	49	2	3	8	1
	4	15	42	39	4	22	29	45	10	7	23	60	14	21	57	7
214. Transports migrant students for medical appointments.	9	11	26	33	4	20	13	39	6	14	18	44	1	4	6	3
	11	14	33	42	5	26	17	51	7	17	22	54	7	29	43	21

TABLE 31 (continued)

Items	Administrators				Teachers				Aides				National Jury			
	Strongly Agree	Agree	Disagree	Strongly Disagree	Strongly Agree	Agree	Disagree	Strongly Disagree	Strongly Agree	Agree	Disagree	Strongly Disagree	Strongly Agree	Agree	Disagree	Strongly Disagree
215. Informs migrant families about local medical facilities.	9 12	30 38	30 38	9 12	10 13	29 38	21 28	16 21	10 12	22 27	29 36	20 25	3 21	5 36	5 36	1 7
224. Recruits students for the Migrant Project.	7 9	18 23	17 22	37 47	2 3	18 24	24 32	32 42	11 13	16 20	18 22	37 45	3 21	3 21	7 50	1 7
229. Serves on community-school advisory group for the Migrant Project.	9 11	24 30	24 30	22 28	5 7	22 29	18 24	31 41	11 13	18 22	11 13	42 51	2 14	2 14	9 64	1 7
230. Transports migrant parents to school meetings as needed.	1 1	12 15	29 37	37 47	4 5	14 18	25 33	33 43	4 5	12 15	15 18	51 62	2 14	2 14	10 71	0 0
231. Gathers free materials, such as cloth remnants from interested tax-payers.	5 6	18 23	20 25	36 46	7 9	13 17	26 35	29 39	9 11	15 18	20 24	38 46	1 7	1 7	9 64	3 21
232. Performs errands outside school ground during working hours.	6 8	15 19	30 38	28 35	5 7	18 24	25 33	28 37	8 10	16 20	32 39	26 32	2 14	5 36	6 43	1 7
235. Gathers free materials for classroom use from civic organizations.	3 4	21 27	32 41	22 28	5 7	22 29	29 38	20 26	8 10	20 24	23 28	31 38	3 21	2 14	6 43	3 21

TABLE 31 (continued)

Items	Administrators				Teachers				Aides				National Jury			
	Strongly Agree	Agree	Disagree	Strongly Disagree	Strongly Agree	Agree	Disagree	Strongly Disagree	Strongly Agree	Agree	Disagree	Strongly Disagree	Strongly Agree	Agree	Disagree	Strongly Disagree
240. Assists migrant families during school registration.	12 15	40 51	19 24	7 9	17 22	25 33	18 24	16 21	21 26	29 35	15 18	17 21	6 43	5 36	1 7	2 14
245. Informs migrant families about services by the local health agencies.	10 13	25 32	28 36	15 19	12 16	23 30	18 24	23 30	13 16	25 30	15 18	29 35	5 36	4 29	5 36	0 0
246. Informs the school nurse about outbreaks of diseases.	18 23	20 25	33 42	8 10	13 17	16 21	28 37	19 25	19 23	19 23	23 28	21 26	5 36	3 21	6 43	0 0
247. Encourages migrant parents to take vocational training.	5 6	19 24	31 39	24 30	4 5	22 29	19 25	30 40	5 6	21 26	27 33	29 35	1 7	3 21	9 64	1 7
249. Explains needed health care to migrant workers.	9 12	22 28	29 37	18 23	5 7	19 25	22 29	30 39	8 10	20 24	19 23	35 43	1 7	5 36	7 50	1 7

TABLE 32

TALLY OF RESPONSES OF PERCEPTIONS
OF INSTRUCTIONAL FUNCTIONS
(FREQUENCY)

Items	Administrators				Teachers				Aides				National Jury			
	Strongly Agree	Agree	Disagree	Strongly Disagree	Strongly Agree	Agree	Disagree	Strongly Disagree	Strongly Agree	Agree	Disagree	Strongly Disagree	Strongly Agree	Agree	Disagree	Strongly Disagree
128. Assists with physical education activities under direct supervision.	20[a]	25	19	15	13	26	18	19	15	25	22	20	4	6	3	1
	25[b]	32	24	19	17	34	24	25	18	30	27	24	29	43	21	7
132. Uses audiovisual equipment.	21	45	13	0	25	31	15	5	23	40	10	9	3	7	4	0
	27	57	16	0	33	41	20	7	28	49	12	11	21	50	29	0
140. Tutors migrant students.	40	35	3	1	32	32	11	1	43	31	5	3	5	8	1	0
	51	44	4	1	42	42	14	1	52	38	6	4	36	57	7	0
142. Tutors migrant students without teacher's immediate supervision.	14	36	14	15	14	32	15	15	32	23	12	15	2	5	6	1
	18	46	18	19	18	42	20	20	39	28	15	18	14	36	43	7
146. Disciplines students in a positive manner.	13	24	30	11	19	31	20	6	25	30	19	8	0	7	5	2
	17	31	38	14	25	41	26	8	30	37	23	10	0	50	36	14

[a]Number of responses.

[b]Percentage of responses.

TABLE 32 (continued)

Items	Administrators				Teachers				Aides				National Jury			
	Strongly Agree	Agree	Disagree	Strongly Disagree	Strongly Agree	Agree	Disagree	Strongly Disagree	Strongly Agree	Agree	Disagree	Strongly Disagree	Strongly Agree	Agree	Disagree	Strongly Disagree
147. Tutors small groups of migrant students in social studies.	16 20	32 41	21 27	10 13	14 18	20 26	25 33	17 22	14 17	29 35	25 30	14 17	0 0	9 64	5 36	0 0
148. Goes on field trips with teachers and students.	32 41	27 34	17 22	3 4	24 32	31 41	15 20	6 8	27 33	18 22	22 27	15 18	8 57	4 29	2 14	0 0
149. Administers teacher-made tests to individual students.	17 22	35 44	23 29	4 5	15 20	30 39	20 26	11 14	16 20	33 40	21 26	12 15	0 0	2 14	8 57	4 29
152. Uses positive reinforcement techniques, such as calling students by their names.	43 54	34 43	1 1	1 1	45 59	24 32	7 9	0 0	48 59	27 33	6 7	1 1	2 14	8 57	4 29	0 0
155. Provides instructional support to teachers outside the Migrant Project.	11 14	28 35	28 35	12 15	16 21	30 39	19 25	11 14	15 18	25 30	20 24	22 27	2 14	4 29	7 50	1 7
171. Listens to migrant students read.	35 44	34 43	8 10	2 3	25 33	33 43	12 16	6 8	41 50	25 30	6 7	10 12	5 36	9 64	0 0	0 0
175. Gives demonstrations on local recipes.	6 8	7 9	32 41	34 43	4 5	10 13	26 34	36 47	4 5	8 10	23 28	47 57	1 7	2 14	10 71	1 7

TABLE 32 (continued)

Items	Administrators				Teachers				Aides				National Jury			
	Strongly Agree	Agree	Disagree	Strongly Disagree	Strongly Agree	Agree	Disagree	Strongly Disagree	Strongly Agree	Agree	Disagree	Strongly Disagree	Strongly Agree	Agree	Disagree	Strongly Disagree
179. Assists the teacher with large groups.	24	42	9	4	18	37	17	4	25	28	19	10	4	8	2	0
	30	53	11	5	24	49	22	5	30	34	23	12	29	57	14	0
180. Arranges displays for interest centers.	20	32	23	4	11	31	21	13	20	24	25	13	4	7	3	0
	25	41	29	5	14	41	28	17	24	29	30	16	29	50	21	0
181. Reinforces health care instruction with migrant students.	13	43	21	2	13	33	19	11	18	32	11	21	2	8	4	0
	16	54	27	3	17	43	25	14	22	39	13	26	14	57	29	0
186. Speaks at eye level when working with a small group of students.	38	29	10	2	34	34	6	2	43	28	8	3	5	5	4	0
	48	37	13	3	45	45	8	3	52	34	10	4	36	36	29	0
192. Provides special encouragement to the non-English speaking migrant students.	36	28	12	3	29	24	18	5	39	29	5	9	4	6	4	0
	46	35	15	4	38	32	24	7	48	35	6	11	29	43	29	0
196. Reads to individual migrant students.	29	39	11	0	16	28	22	10	27	31	16	8	5	6	3	0
	37	49	14	0	21	37	29	13	33	38	20	10	36	43	21	0
203. Assists male migrant students with electronics.	2	4	26	46	4	12	16	44	7	6	10	59	0	1	4	9
	3	5	33	59	5	16	21	58	9	7	12	72	0	7	29	64

TABLE 32 (continued)

Items	Administrators				Teachers				Aides				National Jury			
	Strongly Agree	Agree	Disagree	Strongly Disagree	Strongly Agree	Agree	Disagree	Strongly Disagree	Strongly Agree	Agree	Disagree	Strongly Disagree	Strongly Agree	Agree	Disagree	Strongly Disagree
212. Uses language patterning to assist migrant students in learning English.	18 23	36 46	16 20	9 11	20 26	24 32	17 22	15 20	23 28	31 38	17 21	11 13	6 43	4 29	4 29	0 0
213. Uses video-taping equipment.	11 14	27 34	22 28	19 24	11 14	24 32	18 24	23 30	21 26	20 24	23 28	18 22	1 7	1 7	6 43	6 43
216. Reviews and reinforces lessons.	24 31	37 47	14 18	3 4	15 20	29 38	23 30	9 12	23 28	34 41	11 13	14 17	1 7	7 50	6 43	0 0
220. Tutors groups of migrant students in modern math.	17 22	27 34	17 22	18 23	13 17	26 34	19 25	18 24	21 26	23 28	19 23	19 23	0 0	5 36	7 50	2 14
222. Assists female migrant students with sewing.	3 4	13 16	33 42	30 38	3 4	18 24	21 28	33 44	7 9	10 12	22 27	43 52	3 21	1 7	8 57	2 14
223. Gives demonstrations on arts and crafts.	6 8	24 30	25 32	24 30	7 9	18 24	26 34	25 33	10 12	11 13	32 39	29 35	1 7	5 36	7 50	1 7
225. Gives demonstrations on recipes from different parts of the country.	1 1	8 10	27 34	43 54	4 5	10 13	25 33	37 49	5 6	7 9	17 21	53 65	1 7	3 21	10 71	0 0

TABLE 32 (continued)

Items	Administrators				Teachers				Aides				National Jury			
	Strongly Agree	Agree	Disagree	Strongly Disagree	Strongly Agree	Agree	Disagree	Strongly Disagree	Strongly Agree	Agree	Disagree	Strongly Disagree	Strongly Agree	Agree	Disagree	Strongly Disagree
233. Tutors individual migrant students in modern math.	12	34	17	16	9	29	21	17	25	22	18	17	2	2	9	1
	15	43	22	20	12	38	28	22	30	27	22	21	14	14	64	7
234. Provides reinforcement in developing handwriting skills.	14	42	16	7	13	26	23	14	25	32	12	13	3	8	3	0
	18	53	20	9	17	34	30	18	30	39	15	16	21	57	21	0
236. Uses tape recording equipment as part of language training for migrant students.	17	36	17	9	12	29	19	15	20	31	12	19	4	7	3	0
	22	46	22	11	16	39	25	20	24	38	15	23	29	50	21	0
239. Includes non-migrant students in tutoring sessions.	11	28	27	13	18	29	24	5	19	27	21	15	3	5	6	0
	14	35	34	16	24	38	32	7	23	33	26	18	21	36	43	0
241. Reviews uses of dictionary with migrant students.	17	43	16	3	8	29	23	16	24	31	14	13	4	4	6	0
	22	54	20	4	11	38	30	21	29	38	17	16	29	29	43	0
248. Reads to groups of migrant students.	26	36	11	6	15	31	21	9	28	30	15	9	7	5	2	0
	33	46	14	8	20	41	28	12	34	37	18	11	50	36	14	0

TABLE 33

TALLY OF RESPONSES OF PERCEPTIONS
OF CLERICAL FUNCTIONS
(FREQUENCY)

Items	Administrators				Teachers				Aides				National Jury			
	Strongly Agree	Agree	Disagree	Strongly Disagree	Strongly Agree	Agree	Disagree	Strongly Disagree	Strongly Agree	Agree	Disagree	Strongly Disagree	Strongly Agree	Agree	Disagree	Strongly Disagree
130. Maintains the Migrant Student Record Transfer System.	28[a]	16	11	23	24	14	19	18	30	18	9	25	2	5	7	0
	36[b]	21	14	29	32	19	25	24	37	22	11	30	14	36	50	0
131. Duplicates teacher-prepared materials.	35	39	4	1	33	33	7	3	34	36	7	5	8	5	1	0
	44	49	5	1	43	43	9	4	41	44	9	6	57	36	7	0
135. Produces audiovisual materials.	16	34	23	6	10	36	15	15	27	24	17	14	2	3	9	0
	20	43	29	8	13	47	20	20	33	29	21	17	14	21	64	0
137. Prepares bulletin boards under supervision.	23	32	19	5	19	33	19	5	26	31	14	11	2	10	2	0
	29	41	24	6	25	43	25	7	32	38	17	13	14	71	14	0
139. Checks library lists.	9	32	22	16	12	28	19	17	12	21	28	20	2	5	6	0
	11	41	28	20	16	37	25	22	15	26	35	25	15	38	46	0
141. Checks objective tests.	21	38	14	6	17	37	15	7	26	26	18	11	4	7	2	1
	27	48	18	8	22	49	20	9	32	32	22	14	29	50	14	7

[a]Number of responses.

[b]Percentage of responses.

TABLE 33 (continued)

Items	Administrators				Teachers				Aides				National Jury			
	Strongly Agree	Agree	Disagree	Strongly Disagree	Strongly Agree	Agree	Disagree	Strongly Disagree	Strongly Agree	Agree	Disagree	Strongly Disagree	Strongly Agree	Agree	Disagree	Strongly Disagree
150. Makes tape recordings in English for listening centers.	8 10	18 23	33 42	20 25	8 11	13 17	22 29	33 43	8 10	11 13	29 35	34 41	1 7	1 7	11 79	1 7
153. Maintains log of activities for each migrant student tutored.	19 24	27 34	22 28	11 14	13 17	20 26	23 30	20 26	26 32	19 23	20 24	17 21	1 7	4 29	8 57	1 7
154. Checks simply scored worksheets.	20 25	45 57	11 14	3 4	28 37	28 37	17 22	3 4	32 39	35 43	10 12	5 6	7 50	4 29	3 21	0 0
164. Serves as an office clerk.	5 6	14 18	30 38	30 38	5 7	20 26	24 32	27 36	5 6	13 16	27 33	37 45	4 29	5 36	4 29	1 7
166. Mends books.	2 3	13 16	36 46	28 35	8 11	19 25	28 37	21 28	14 17	17 21	28 34	23 28	3 21	4 29	3 21	4 29
167. Answers the phone at the school office.	6 8	9 11	31 39	33 42	8 11	17 22	21 28	30 39	7 9	13 16	35 43	27 33	1 7	4 29	8 57	1 7
169. Collects monies.	11 14	21 27	25 32	22 28	15 20	22 29	20 26	19 25	17 21	23 28	19 23	23 28	5 36	4 29	3 21	2 14
170. Checks instructional supplies and materials.	10 13	32 41	25 32	12 15	13 17	24 32	27 36	12 16	21 26	26 32	18 22	17 21	4 29	8 57	1 7	1 7

TABLE 33 (continued)

Items	Administrators				Teachers				Aides				National Jury			
	Strongly Agree	Agree	Disagree	Strongly Disagree	Strongly Agree	Agree	Disagree	Strongly Disagree	Strongly Agree	Agree	Disagree	Strongly Disagree	Strongly Agree	Agree	Disagree	Strongly Disagree
176. Maintains inventories of instructional materials.	9 11	16 20	26 33	28 35	11 14	19 25	25 33	21 28	14 17	15 18	30 37	23 28	2 14	4 29	6 43	2 14
190. Makes entries in anecdotal records.	5 6	18 23	30 38	26 33	9 12	18 24	26 34	23 30	12 15	15 18	22 27	33 40	2 14	2 14	5 36	5 36
217. Maintains permanent records for migrant students.	20 25	22 28	23 29	14 18	14 18	21 28	19 25	22 29	30 37	14 17	18 22	20 24	1 7	5 36	6 43	2 14

TABLE 34

TALLY OF RESPONSES OF PERCEPTIONS
OF MONITORIAL FUNCTIONS
(FREQUENCY)

Items	Administrators				Teachers				Aides				National Jury			
	Strongly Agree	Agree	Disagree	Strongly Disagree	Strongly Agree	Agree	Disagree	Strongly Disagree	Strongly Agree	Agree	Disagree	Strongly Disagree	Strongly Agree	Agree	Disagree	Strongly Disagree
129. Supervises lunch rooms, hallways and restrooms.	19[a]	30	18	12	18	25	17	16	21	27	22	12	6	6	2	0
	24[b]	38	23	15	24	33	22	21	26	33	27	15	43	43	14	0
136. Performs playground duties.	19	36	16	8	16	39	11	10	27	27	17	11	7	6	1	0
	24	46	20	10	21	51	14	13	33	33	21	13	50	43	7	0
158. Provides first aid for minor injuries.	13	26	21	19	15	27	20	14	22	28	16	16	0	4	9	1
	16	33	27	24	20	36	26	18	27	34	20	20	0	29	64	7
172. Cares for storage of students' clothing.	7	29	25	18	5	20	26	25	12	13	24	33	3	5	5	1
	9	37	32	23	7	26	34	33	15	16	29	40	21	36	36	7
177. Weighs migrant students.	6	20	31	22	13	16	23	24	10	14	21	37	0	7	6	1
	8	25	39	28	17	21	30	32	12	17	26	45	0	50	43	7
189. Supervises students in daily cleanup of classrooms.	24	24	22	9	17	31	17	11	24	29	14	15	7	6	1	0
	30	30	28	11	22	41	22	14	29	35	17	18	50	43	7	0

[a]Number of responses.

[b]Percentage of responses.

TABLE 34 (continued)

Items	Administrators				Teachers				Aides				National Jury			
	Strongly Agree	Agree	Disagree	Strongly Disagree	Strongly Agree	Agree	Disagree	Strongly Disagree	Strongly Agree	Agree	Disagree	Strongly Disagree	Strongly Agree	Agree	Disagree	Strongly Disagree
193. Controls heating and cooling in the classroom.	9 11	27 34	27 34	16 20	6 8	27 36	26 34	17 22	16 20	16 20	26 32	24 29	3 21	7 50	3 21	1 7
195. Controls lighting in the classroom.	11 14	33 42	23 29	12 15	15 20	23 30	24 32	14 18	18 22	15 18	31 38	18 22	2 14	5 36	5 36	2 14
200. Distributes milk to migrant students.	11 14	25 32	20 26	22 28	9 12	15 20	20 26	32 42	14 17	14 17	15 18	39 48	7 50	6 43	1 7	0 0
205. Measures height of migrant students.	7 9	23 29	23 29	26 33	11 14	15 20	23 30	27 36	12 15	13 16	21 26	36 44	4 29	4 29	4 29	2 14
209. Arranges furniture at the direction of the teacher.	17 22	37 47	18 23	7 9	14 18	29 38	21 28	12 16	15 19	30 37	20 25	16 20	8 57	3 21	3 21	0 0
211. Distributes snacks to migrant students.	11 14	23 29	18 23	27 34	10 13	19 25	12 16	35 46	13 16	15 18	18 22	36 44	6 43	7 50	1 7	0 0
226. Checks vision of migrant students.	1 1	10 13	21 27	47 59	3 4	12 16	21 28	40 53	5 6	13 16	17 21	47 57	2 14	3 21	4 29	5 36
227. Distributes school newsletter to migrant students.	6 8	23 29	22 28	28 35	6 8	19 25	22 29	29 38	12 15	31 38	16 20	23 28	4 29	4 29	5 36	1 7

TABLE 34 (continued)

Items	Administrators				Teachers				Aides				National Jury			
	Strongly Agree	Agree	Disagree	Strongly Disagree	Strongly Agree	Agree	Disagree	Strongly Disagree	Strongly Agree	Agree	Disagree	Strongly Disagree	Strongly Agree	Agree	Disagree	Strongly Disagree
244. Supervises the arrival and departure of migrant children transported to school by bus.	6 8	23 29	31 39	19 24	10 13	21 28	18 24	27 36	9 11	21 26	22 27	30 37	6 43	7 50	1 7	0 0

TABLE 35

TALLY OF RESPONSES OF PERCEPTIONS
OF BILINGUAL FUNCTIONS
(FREQUENCY)

Items	Administrators				Teachers				Aides				National Jury			
	Strongly Agree	Agree	Disagree	Strongly Disagree	Strongly Agree	Agree	Disagree	Strongly Disagree	Strongly Agree	Agree	Disagree	Strongly Disagree	Strongly Agree	Agree	Disagree	Strongly Disagree
133. Produces bilingual instructional aides for migrant students' use.	20[a]	25	28	6	15	26	22	13	17	29	20	16	2	4	7	1
	25[b]	32	35	8	20	34	29	17	21	35	24	20	14	29	50	7
134. Uses the students' home language as needed with migrant students.	30	36	9	4	27	39	5	5	30	32	12	8	7	4	3	0
	38	46	11	5	36	51	7	7	37	39	15	10	50	29	21	0
144. Talks with parents in their own home language.	26	37	10	6	27	26	17	6	28	32	11	11	4	7	3	0
	33	47	13	8	36	34	22	8	34	39	13	13	29	50	21	0
160. Uses bilingual materials with bilingual migrant students.	21	22	28	8	11	27	20	18	24	24	22	12	5	4	5	0
	27	28	35	10	14	36	26	24	29	29	27	15	36	29	36	0
168. Provides written Spanish translations for school messages to migrant homes.	17	19	25	18	17	26	17	16	17	24	20	21	3	4	7	0
	22	24	32	23	22	34	22	21	21	29	24	26	21	29	50	0

[a]Number of responses.

[b]Percentage of responses.

TABLE 35 (continued)

Items	Administrators				Teachers				Aides				National Jury			
	Strongly Agree	Agree	Disagree	Strongly Disagree	Strongly Agree	Agree	Disagree	Strongly Disagree	Strongly Agree	Agree	Disagree	Strongly Disagree	Strongly Agree	Agree	Disagree	Strongly Disagree
188. Tells folktales to migrant students in their home language.	10	19	37	13	16	10	28	22	10	21	25	26	1	6	7	0
	13	24	47	16	21	13	37	29	12	26	30	32	7	43	50	0
198. Translates for migrant parent-teacher interviews.	16	32	20	11	14	26	22	14	17	24	25	16	6	4	4	0
	20	41	25	14	18	34	29	18	21	29	30	20	43	29	29	0
207. Provides written translations of library books from English to the students' home language.	6	10	25	38	7	21	14	34	8	18	19	37	1	1	9	3
	8	13	32	48	9	28	18	45	10	22	23	45	7	7	64	21
218. Translates test results for migrant parents.	9	26	30	14	5	18	28	25	8	17	25	32	1	4	6	3
	11	33	38	18	7	24	37	33	10	21	30	39	7	29	43	21
219. Provides written translations of library books from another language to English.	2	17	23	37	3	15	21	37	4	13	23	42	0	2	8	4
	3	22	29	47	4	20	28	49	5	16	28	51	0	14	57	29
221. Reads to migrant students in their home language.	15	35	19	10	13	14	24	25	11	22	26	23	3	2	8	1
	19	44	24	13	17	18	32	33	13	27	32	28	21	14	57	7
238. Translates for counselors.	9	30	23	17	9	21	29	17	13	26	17	26	4	5	3	2
	11	38	29	22	12	28	38	22	16	32	21	32	29	36	21	14

TABLE 35 (continued)

Items	Administrators				Teachers				Aides				National Jury			
	Strongly Agree	Agree	Disagree	Strongly Disagree	Strongly Agree	Agree	Disagree	Strongly Disagree	Strongly Agree	Agree	Disagree	Strongly Disagree	Strongly Agree	Agree	Disagree	Strongly Disagree
243. Translates school regulations into migrant parents' home language.	12	33	23	11	15	17	21	23	13	19	24	26	3	6	4	1
	15	42	29	14	20	22	28	30	16	23	29	32	21	43	29	7

TABLE 36

TALLY OF RESPONSES OF PERCEPTIONS OF PROFESSIONAL DEVELOPMENT FUNCTIONS (FREQUENCY)

Items	Administrators				Teachers				Aides				National Jury			
	Strongly Agree	Agree	Disagree	Strongly Disagree	Strongly Agree	Agree	Disagree	Strongly Disagree	Strongly Agree	Agree	Disagree	Strongly Disagree	Strongly Agree	Agree	Disagree	Strongly Disagree
143. Takes part in team teaching: planning, implementing and evaluating.	15[a]	26	28	10	20	29	15	12	21	24	21	16	1	4	8	1
	19[b]	33	35	13	26	38	20	16	26	29	26	20	7	29	57	7
157. Maintains planbooks for own use.	20	20	25	14	10	23	20	23	22	22	17	21	1	3	9	1
	25	25	32	18	13	30	26	30	27	27	21	26	7	21	64	7
161. Helps in daily class planning.	16	28	24	11	11	27	24	14	17	27	21	17	1	4	8	1
	20	35	30	14	14	36	32	18	21	33	26	21	7	29	57	7
163. Attends faculty meetings when invited.	39	23	13	4	30	27	14	5	32	29	11	10	0	4	10	0
	49	29	16	5	39	36	18	7	39	35	13	12	0	29	71	0
174. Alerts teacher to special needs of individual migrant students.	17	39	20	3	17	29	23	7	24	34	13	11	4	5	3	2
	22	49	25	4	22	38	30	9	29	41	16	13	29	36	21	14

[a]Number of responses.

[b]Percentage of responses.

TABLE 36 (continued)

Items	Administrators				Teachers				Aides				National Jury			
	Strongly Agree	Agree	Disagree	Strongly Disagree	Strongly Agree	Agree	Disagree	Strongly Disagree	Strongly Agree	Agree	Disagree	Strongly Disagree	Strongly Agree	Agree	Disagree	Strongly Disagree
182. Observes other classrooms on a scheduled basis.	4	16	41	18	4	17	29	26	8	19	26	29	2	2	6	4
	5	20	52	23	5	22	38	34	10	23	32	35	14	14	43	29
199. Shares with teachers in-service training experiences such as cultural awareness workshops.	18	28	24	9	20	21	16	19	18	24	17	23	2	7	5	0
	23	35	30	11	26	28	21	25	22	29	21	28	14	50	36	0
204. Participates in long-range class planning.	7	23	33	16	9	25	19	23	11	22	19	30	0	1	11	2
	9	29	42	20	12	33	25	30	13	27	23	37	0	7	79	14
228. Attends curriculum meetings.	8	32	29	10	12	21	28	15	12	24	25	21	3	0	10	1
	10	41	37	13	16	28	37	20	15	29	30	26	21	0	71	7
237. Prepares individual lesson plans under teacher supervision.	18	27	19	15	14	19	30	13	20	23	20	19	1	7	6	0
	23	34	24	19	18	25	39	17	24	28	24	23	7	50	43	0
242. Takes part in staff discussions of the migrant families needs, if called upon.	16	36	23	4	17	29	19	11	21	23	23	15	1	1	9	3
	20	46	29	5	22	38	25	14	26	28	28	18	7	7	64	21
250. Uses released time to attend teacher-preparatory classes.	12	27	23	14	13	19	17	24	24	15	17	22	3	2	8	1
	16	36	30	18	18	26	23	33	31	19	22	28	21	14	57	7